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ANSON W. BELDING, *Editor*

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World at Lessons

The Two Seizers

Recently the world gazed with interest and interrogation upon the spectacle which Il Duce Mussolini arranged for Der Fuehrer Hitler. The two dictators and an almost forgotten king strutted across a brilliantly lighted stage, received plaudits, and pledged two important nations to eternal respect for each other's orbits of action.

Neither nation will lift so much as a restraining finger against the other, provided neither encroaches upon the other's sacred preserves.

Apparently no military alliance was formed.

Except for the warmth of feeling engendered by pomp and pageantry, the understanding between Italy and the Reich bears close resemblance to that between Italy and Great Britain a few weeks earlier. In each case, attention was centred upon removing possible causes of friction or future conflict between the two powers.

The trouble with these latest agreements is their utter abandonment of small, weak nations—Ethiopia, Austria, Czechoslovakia, and others—to whatever may befall them or may already have befallen them at the hands of the dictators.

In a world which once fought to make itself safe for democracy, and to end war, we find—even as in Napoleon's day—that "Providence is always on the side of the last reserve."

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Successful Travel

Seeing his teacher standing in the doorway with a far-away look in her eyes, little Sambo inquired: "Is you back from where you been, or ain't you went yet?"

This is the time of year when most of our readers "ain't went yet." Many have laid their plans, however, and others are still fingering the maps and folders.

A great deal has been said and written about the educational values to be derived from travel. But such values cannot be guaranteed in advance to everyone.

Travel as an educational force is much like any other form of educational experience—say instruction, a textbook or a lecture. What one brings away depends on what one went with.

They derive the most from travel who go equipped with two things. These are—knowledge and curiosity. There needs to be a certain amount of knowledge to supply the ground-work for intelligent inquiry. Europe is overrun each summer with American tourists who see very little and care very little for what they do see. They are more concerned with bodily comfort and saying they've been to places, than with scenes, events, and folk ways.

Travel may be monotonous and tiresome business. Or it may be the password to deep and abiding joys.

Which it shall be, depends upon the traveler.

Whatever your needs—whether for rest, for travel, for reading, for study or for other types of occupation, and wherever you may be—The Journal of Education bids you have a happy and a helpful holiday.

All too soon, you'll be "back from where you's been"—whether you traveled by bus or boat or books. And we hope the occasional far-away look in your eyes next September will denote happy memories of the summer.

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What About the M. W. T.?

Married women teachers have become the targets for much sharpshooting of late. While in most school districts the regulations do not call for discharging married women already in the teaching service, an occasional place—like Somerville, Mass.—actually detaches from the payroll by wholesale those married women whose husbands are judged by the school board to be capable of supporting them.

What should be the attitude of school authorities toward this problem?

The first and most important test, as in all other educational issues, should be the interests of the boys and girls. A recent report on married women teachers in New York City was most outspoken in its declaration that unmarried teachers are more efficient. Gotham's experience appears to indicate that the women teachers who are married give less attention to their school duties and are absent a great deal because of sickness and other domestic emergencies.

Such testimony makes a rather strong case against married women teachers as a class. But it proves nothing as to individuals. Every observant schoolmaster can name some unmarried women he would much rather lose from his teaching staff than some of the married ones. A rule that is too sweeping may do serious injustice to the pupils and to some truly superior teachers.

A secondary, though by no means negligible consideration is the effect on the unemployment situation. It is easy to charge that school board members who oppose married women as teachers are seeking popularity. But they may be wholly sincere in their convictions.

There is abundant room for reason in all things. Drastic, wholesale, arbitrary and even retroactive rulings may well be avoided. It is fairer to all concerned to give a certain degree of preference to unmarried women for the openings that occur, rather than adopt a rigid policy of excluding all women applicants who possess husbands. Certainly the automatic ousting of wedded wives now in school service is much too Hitleristic to reflect sound public policy or a true sense of justice.

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The Swiss Have Managed It

The theory that a country of dense population and limited natural wealth must have colonies in order to exist, has long been consistently refuted by little Switzerland. With no coal or iron or oil, and with only enough tillable land to support a fourth of its citizens, Switzerland has managed to build up a per capita wealth fifty per cent. greater than that of the United States.

The Swiss have made excellent use of what they have. Their scenery attracts visitors—and these visitors find desirable merchandise, watches, jewelry, laces and other articles of superior craftsmanship, waiting to be exchanged for money. Through diligence and skill, the Swiss produce goods which are recognized and bought in foreign markets.

There is no thought of making Switzerland self-sustaining in the sense of providing directly for all the needs of the population with home-grown products and synthetic substitutes. The Swiss depend upon a reasonably unrestricted interchange of goods across their borders to support themselves in plenty.

The Swiss, moreover, have satisfactorily solved the problem of conflicting racial groups. Cantons that are predominantly German, French, or Italian enjoy large measures of autonomy, and yet are able to benefit from a central government which functions in matters involving the good of all the people.

German propaganda has sought in recent years to alienate Switzerland's German cantons. But these efforts meet with strong resistance. It is doubtful if Hitler could ever repeat his Austrian coup in Switzerland without serious bloodshed, in which Swiss Germans would battle against German Germans.

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"Just Looking Around"

These are the days when superintendents and principals make mysterious journeys to other communities, where, if you were to follow them, you would see them slipping as inconspicuously as possible into classrooms, and squeezing themselves into rear seats. Yes—they are out on scouting expeditions. They are looking for capable teachers to whom they can offer higher salaries than their present ones.

Those communities and districts whose slender budgets require them to take inexperienced teachers and do not enable them to retain the better teachers after they are trained and seasoned —well, they know the real meaning of inequality in education.

But—as an Irish maid remarked who had left a wealthy family to work for a comparatively poor one: "Money is not ivrything." You will find, if you look about the country, a considerable number of school communities that are able to hold nearly all their best teachers despite the fact that neighboring places continually outbid them in the teacher market. It makes a great difference to teachers whether they can take professional pride in their work; feel that they have understanding and inspiring leadership; are encouraged to develop and achieve with a minimum of bossing.

In other words—a local school system may be so knit together with a sense of co-operation and worthwhileness that its members respond with negatives to the blandishments of the silver-lined gentlemen who come to ogle their performances from the spitball seats.

The best teachers, by the way, still do not teach for money.

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Poland's Fears

An American observer who visited Poland last winter found that country in a state of fear. What with Germany on one side and Russia on the other, and each of these glaring fiercely at the other, how could it be otherwise with Poland?

The observer noted this difference between the fear of Germany and that of Russia. The fear of Germany was the fear of military aggression. The fear of Russia was not that at all, but the fear of Soviet ideas and the Soviet system.

All democratic countries today seem to reflect in some degree the twofold fears of Poland.

Personality *Can* Be Cultivated

LINA M. SHIPPY

This most elusive quality can be analyzed, studied and improved. The author charts the way.

AT the present time there is probably no other topic of interest to such a large number of people as that of personality study and improvement. The fact that it has been discovered that personality can be improved by conscientious effort in self-improvement is probably the basis of this interest on the part of many people.

Personality is an integrated psycho-physical pattern that makes up the individual. It is the totality of the individual which has been formed by the action of the environment upon his hereditary potentialities. It includes all of one's ancestral past, the physique of the individual, the emotions, the mental functioning, and every type of reaction of which one is capable.

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It is a serious error to say that one has no personality. Everyone has personality. It differs, however, markedly in its quality. Some people have very attractive and agreeable personalities, while others have the very opposite. Personality includes all of the person. It is the fullness and complex of all of the characteristics that make up the human being.

As a rule, when we think of personality we are especially concerned with the effect that the total being produces upon other human beings and the completeness and ease with which the total being adjusts to his world in his attempt to render his particular contribution to mankind.

As we ponder the extreme complexity of personality we begin to wonder how one can possibly improve it. All of us sooner or later come face to face with the realization that our own personality should be improved. For instance, we find ourselves becoming too stern. We find our industry flagging. We find that some people tend to grate on our nerves and in looking for the cause realize that part of the blame is to be laid at our own door. We see a person with a radiant personality that fairly glows, and wish ours might be like that.

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In order to improve personality we must see a need for improvement, have a real desire to improve, know something concerning the components of personality and its development, plan a definite procedure for improvement, then set about to diligently put into practice our plan for improvement. Dreaming or talking about personality improvement does little good.

Perhaps the best way for ordinary individuals to find the need for improvement is to conduct a little self-examination. After having impressed upon my students the importance of each individual developing for himself a pleasing personality, I try to pave the way for them to carry on a self-examination designed to help them spot some of their weak points. In order to do this quickly I have worked out a Scale for Rating Personality which is simple enough to be easy for the individual to apply to himself, and is designed to unearth some of the places where he may well improve. The value in the rating lies only in the thinking that it causes the individual student to do regarding his own self-improvement.

After one realizes why he should improve his personality and in a general way where his weak spots are, he needs to know something concerning the components of personality and its development so as to be able to go intelligently about the job of personality improvement.

Personality, as I conceive it, is part and parcel of the individual's life stream. Back of the life stream is the hereditary source of the stream, to be sure, but each individual is independent in his vitality. He is his own centre of action. His personality, although influenced by his hereditary pattern, is the sum total of his own qualities and characteristics. At birth he has been made independent of his forbears, and as he matures more and more of the responsibility for the direction of his life rests upon him. We are all masters of our own fates. By knowing and practicing the laws of mental and physical health we can build for ourselves not only sound, but attractive personalities.

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Scale for Rating Personality

Sit down in a quiet place and rate your own personality as accurately as possible. Draw a circle around the one symbol which seems most appropriate for describing you in respect to each item considered. The symbols have the following meanings:—

DS—Distinctly superior; AA—Above average
A—Average
BA—Below average
DP—Distinctly poor

My height and weight are— DS AA A BA DP
My physical energy and vigor are— DS AA A BA DP
My freedom from physical defect is— DS AA A BA DP
My freedom from fatigue is— DS AA A BA DP
My posture is— DS AA A BA DP
My ability to co-ordinate movements DS AA A BA DP
My freedom from mannerisms is— DS AA A BA DP
My food habits are— DS AA A BA DP
My freedom from digestive disturbance is— DS AA A BA DP
My freedom from contagious diseases is— DS AA A BA DP
My ability to recover from illness— DS AA A BA DP
My health habits in general are— DS AA A BA DP
My eyesight is— DS AA A BA DP
My hearing is— DS AA A BA DP
My general appearance is— DS AA A BA DP
The suitability of my dress is— DS AA A BA DP
My manners are— DS AA A BA DP
My ability to make friends is— DS AA A BA DP
My ability to keep friends is— DS AA A BA DP
My ability to say the right thing at the right time is— DS AA A BA DP
My ability to do the right thing at the right time is— DS AA A BA DP
My consideration of the rights and feelings of others is— DS AA A BA DP
My ability to get along at home is DS AA A BA DP
My freedom from nervousness is— DS AA A BA DP
My freedom from flustration is— DS AA A BA DP
My evenness of temper is— DS AA A BA DP
My tactfulness is— DS AA A BA DP
The pleasingness of my voice is— DS AA A BA DP
My freedom from fault-finding is— DS AA A BA DP
My patience is— DS AA A BA DP
My freedom from excessive egotism— DS AA A BA DP
My open-mindedness is— DS AA A BA DP
My freedom from sarcasm is— DS AA A BA DP
My sense of humor is— DS AA A BA DP
My ability to mix well with people is— DS AA A BA DP
My ability to think for myself is— DS AA A BA DP
My keeping of confidences is— DS AA A BA DP
My freedom from fear and worry is— DS AA A BA DP
My enthusiasm for my work is— DS AA A BA DP
My conduct in classes is— DS AA A BA DP
My conduct in public places is— DS AA A BA DP
My conduct at home is— DS AA A BA DP
My ability to control my emotions is — DS AA A BA DP
My ability to use my mind is— DS AA A BA DP
My grades in school are— DS AA A BA DP
My habits in general are— DS AA A BA DP
My freedom from the use of tobacco, alcohol, and drugs is— DS AA A BA DP
My study habits are— DS AA A BA DP
My recreational habits are— DS AA A BA DP
My attitudes toward others are— DS AA A BA DP
My attitudes toward school are— DS AA A BA DP
My attitude toward the church is— DS AA A BA DP
My attitude toward law enforcement— DS AA A BA DP
My attitude toward my parents is— DS AA A BA DP
My attitudes towards my brothers and sisters are— DS AA A BA DP
My attitude towards work is— DS AA A BA DP
My ability to criticize myself is— DS AA A BA DP
My ability to profit by the criticism of others is— DS AA A BA DP
My ability to influence others is— DS AA A BA DP
My freedom from mental difficulties DS AA A BA DP
My ability to practice the rules of health is— DS AA A BA DP
My strength of character is— DS AA A BA DP
My ability to ignore jeers is— DS AA A BA DP
My strength of will power is— DS AA A BA DP
My ability to stick to a tiresome job is— DS AA A BA DP
My concern for others is— DS AA A BA DP
My philosophy of life is— DS AA A BA DP
My ability to put thoughts into action DS AA A BA DP
My sympathetic understanding of others is— DS AA A BA DP
My ability to conserve time is— DS AA A BA DP
My ability to show interest in others DS AA A BA DP
My freedom from selfishness is— DS AA A BA DP
The reasonableness of my ambition is— DS AA A BA DP
My power of concentration is— DS AA A BA DP
My ability to keep calm is— DS AA A BA DP
My cheerfulness is— DS AA A BA DP
My courage is— DS AA A BA DP
My modesty is— DS AA A BA DP
My practice of reasonable economy— DS AA A BA DP
My hopefulness is— DS AA A BA DP
My industry is— DS AA A BA DP
The justice I show to others is— DS AA A BA DP
My loving kindness to others is— DS AA A BA DP
My loyalty to school, friends, family— DS AA A BA DP
My moderation in all things is— DS AA A BA DP
My freedom from gossiping is— DS AA A BA DP
My ability to see the bright side of things is— DS AA A BA DP
My fairness in all things is— DS AA A BA DP
My gracefulness in movement is— DS AA A BA DP
My honesty is— DS AA A BA DP
My politeness is— DS AA A BA DP
My reverence for holy things is— DS AA A BA DP
My respect for superiors is— DS AA A BA DP
My ability to return a soft answer when another has been unkind is— DS AA A BA DP
My readiness to compromise is— DS AA A BA DP
My esteem of myself is— DS AA A BA DP
My ability to control myself is— DS AA A BA DP
My ability to remember to be courteous DS AA A BA DP
My self-confidence is— DS AA A BA DP
My ability to observe is— DS AA A BA DP
My thoroughness in all I do is— DS AA A BA DP
My ability to make myself useful is— DS AA A BA DP
My freedom from over-suggestibility— DS AA A BA DP
My breadth of interests is— DS AA A BA DP
My ability to live a well-rounded life— DS AA A BA DP
My ability to do accurate work is— DS AA A BA DP
My ability to plan my work ahead is— DS AA A BA DP
My ability to overcome difficulties is DS AA A BA DP
My interest in general culture is— DS AA A BA DP
My interest in self-improvement is— DS AA A BA DP
My interest in speaking correctly and pleasantly is— DS AA A BA DP
My interest in learning nice manners— DS AA A BA DP
My buoyancy of spirits is— DS AA A BA DP
My ability to be attractive and winsome to others is— DS AA A BA DP
My ability to smile pleasantly is— DS AA A BA DP
My ability to laugh judiciously is— DS AA A BA DP
My ability to keep physically fit is— DS AA A BA DP
My ability to develop my own skills— DS AA A BA DP
My ability to enjoy living is— DS AA A BA DP
My ability to keep on learning is— DS AA A BA DP
My ability to hold fast to my ideals— DS AA A BA DP

The centre of personality is its self-directing power. It is the power to choose a predominating controlling direction from the myriad stimulations of the environment. Life is a very complex process. There must be some system about it or its complexities overwhelm us. There are only twenty-four hours in every day in which to eat, sleep, get recreation, mental, spiritual and physical exercise and to do our work. We must use our intelligence to select and control the complex elements of life. When we do this our life begins to organize itself into patterns—the general direction of which is determined by the personality. We form certain emotional patterns. We form certain thought patterns which determine our success in and out of school in meeting the complexities of life. These patterns are our habits. They group together to make up the personality pattern.

Let us remember that the mechanism through which the personality works is the human body. The total being as it functions manifests the personality. Physical fitness, including the proper functioning of the glands, the digestive system, and all of the organs of the body, has much to do with the kind of personality one has. In a sense, too, we know the personality through observing the functioning of the mind. We have all known people who have seemed very attractive to us until they have expressed their thoughts. Likewise, the emotions of a man tell much about his personality. There is possibly no other one single personality characteristic that does more in the interpretation of the self to others than that of sympathy or understanding of others. Since man is essentially a social being he who can best put himself in his neighbor's place and see the world as his neighbor sees it, and feel the same sting of disappointment that his neighbor feels, is the individual who will function most adequately as a social personality, and therefore, be most attractive to others.

No one completely understands personality. But all who think on the subject agree that our personalities definitely affect the happiness of ourselves and others and that we can change the elements of personality which we find objectionable. The modern medical man does much for the world in studying the personality of his patients and adjusting his treatment so as to bring about the best possible personality changes. For instance, every doctor knows that when an individual shows a deficiency in one of the important hormones the personality can be improved by administering the proper correctives.

The strong personality is a well-organized thoroughly integrated personality that has such a strong controlling purpose that it produces upon its fellow human beings a beneficial effect. In other words it renders a worthy service. Each element of the personality is organized to fulfill the picture of the well-rounded life. This does not mean that the strong personality works ceaselessly with no relaxation. Periods of relaxation and legitimate pleasures are a necessary part of the well rounded life. They give versatility, life, and sparkle to the personality. They serve to relieve the tension of continual striving toward life's goal and give renewed vigor and zest to the on-going process when it is again resumed.

The person of strong personality is commonly characterized as the one who does his own thinking, is willing to stand up for what he considers right, is able to get and hold the attention of others, and is able to influence others in their thinking. These are qualities of the strong personality, but I believe it is only when these qualities are based upon an organized purposive consideration for the well-being of society that the personality is really strong. The strong personality must seek the good of others. We are our brothers' keepers. The strong personality is poised and calm in the face of difficulties. Culture, refinement, reverence and temperance characterize his activities.

After considering the components of personality, the next step is to plan a definite procedure for improvement. Granting that the self-examination has revealed the weak spots, we must take them one by one and work to build up habits to eliminate them and to secure remedial treatment from doctors and psychologists, where that is necessary. We shall not take space here to review the laws of habit formation. Let us remember that in personality improvement, as in other matters, eternal vigilance is the price of success. We must keep practicing desirable reactions until they are part of us.

The Teacher's Interpretation of Mischief

Today, teachers who are taking their cues from mental hygiene are less concerned with the actual mischief or even the delinquency of boys and girls and more with the reason why such undesirable acts are committed. It is not the mischief but the mischiefmaker that needs understanding. It is quite probable that the "bad boy" is a myth. Perhaps he is just a good boy who has lost his way and needs a helping hand.

—Dr. J. Mace Andress.

Close-ups of Good Teaching

ORLIE M. CLEM
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A homeroom meeting and a project in social studies conclude this interesting series.

THE next classroom is conducting a *homeroom meeting.* The pupils dramatize a pageant entitled the "Makers of the Flag." The theme of this pageant is, "Only those who are true flagmakers may hear my voice." A large American flag is at the rear of the stage, and a girl with a powerful voice is hidden near it. This girl represents "Liberty" and is "The Voice of the Flag." The pageant opens as a boy recites the following excerpt from Secretary Lane's famous speech during the World War on "Makers of the Flag":—

> "This morning, as I passed into the Land Office, the Flag dropped me a most cordial salutation, and from its rippling folds I heard it say: 'Good morning, Mr. Flagmaker.' 'I beg your pardon, Old Glory,' I said, 'aren't you mistaken? I am not the President of the United States, nor a member of Congress, nor even a general in the army; I am only a government clerk.' 'I greet you again, Mr. Flagmaker,' replied the gay voice, 'I know you well; you are the man who worked in the swelter of yesterday straightening out the tangle of that farmer's homestead in Idaho, or perhaps you found the mistake in that Indian contract in Oklahoma, or helped to clear that patent for the hopeful inventor in New York, or pushed the opening of that new ditch in Colorado, or made the mine in Illinois more safe, or brought relief to the old soldier in Wyoming. No matter; which ever one of these beneficent individuals you may happen to be, I give you greeting, Mr. Flagmaker.'
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> "I was about to pass on when The Flag stopped me with these words: 'Yesterday the President spoke a word that made happier the future of ten million peons in Mexico; but that act looms no larger on the flag than the struggle which the boy in Georgia is making to win the Corn Club prize this summer.' 'Yesterday the Congress spoke a word which will open the door of Alaska; but a mother in Michigan worked from sunrise until far into the night, to give her boy an education. She, too, is making the flag.'
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> "'Yesterday we made a new law to prevent financial panics, and yesterday, maybe, a school teacher in Ohio taught his first letters to a boy who will one day write a song that will give cheer to the millions of our race. We are all making the flag.'
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> "'But,' I said impatiently, 'These people were only working.' Then came a great shout from The Flag: 'The work we all do is the making of the flag. I am whatever you make me, nothing more. . . . I am no more than what you believe me to be, and I am all that you believe I can be.'"

Many significant episodes follow showing that there are many types of flagmakers: pupils who master their lessons and are not tardy; the boy who helps an old woman across the street; the girl who works at home in order that her mother may go out; the child who is kind to an old rabbit; athletes who show good sportsmanship; girl scouts who represent exemplary citizenship.

After the various episodes Liberty concludes as follows:—

> "I am Old Glory, the emblem of our nation. I stand for what you are, and I am what you make me. The flag is not finished, but each citizen each day helps to make the flag. Each is putting in his or her stitch. Some are strong and fine and firm; others are loose and coarse and rotten. I am what you make me. My honor and good name depend upon you."

This homeroom meeting was a most wholesome classroom lesson in citizenship.

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The last classroom is in the field of *social activities.* A junior high school of seventeen hundred boys and girls gives a "courtesy party" to one-hundred aged people of the city who are alone and practically shut-in. The party is given at Christmas time. The Kiwanis Club contributes fifty dollars, the Knights of Columbus provide automobiles, and various social and charitable organizations help in locating guests and explaining the meaning of the school's invitation.

Courtesy is the keynote of this party. Courtesy slogans greet the guests at every turn of the building. Committees of

the large boys assist the guests in getting into the building. A program of music, drama and dances is given. Refreshments are served by the pupils, and each guest is provided a Christmas gift. For each old lady there is a box of candy and a dainty handkerchief; for each old gentleman, a box of tobacco and a pipe, or a necktie.

In this courtesy party, the entire school co-operates for a huge social enterprise. Elements of social courtesy are learned in a true social setting. Pupils are elevated in the joy of service to those in need. The entire enterprise is tied up with the life of the community. The project is reflected in various departments of the school. Compositions, plays, pictures, refreshments, involve English, dramatics, art, science, home economics. The germ of the idea belongs to the social studies. The physical handling of the guests involves projects in practical arts and social engineering. The entire project contributes greatly to general morale and integration of school spirit.

Public Opinion

WILLIAM C. McGINNIS
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Perth Amboy, New Jersey

How it is formed and why it so often is cut on the bias.

NOT many months ago I heard an eminent educator discuss what the schools should do to educate the people so that they will be able to form an intelligent public opinion on important social, economic and governmental matters. He said, as so many others have said and are saying, that public opinion in the United States is a manufactured product, something attained or obtained not by a consideration of the truth, of facts, but something that is the result of a combination of news items, propaganda, prejudices, stereotyped images and wishful thinking.

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The substance of what the eminent educator said can be found in any good textbook dealing with public opinion.

In considering education and its relation to public opinion the inference is frequently drawn that the best educated minds, in forming personal or group opinion, disregard prejudice, propaganda, stereotyped images, and wishful thinking. That inference is about the best example of wishful thinking that can be found.

It is not fair or sensible to draw general conclusions from specific cases but it is frequently true that narrow minded people are those who do not agree with us. I have vivid recollections of a professor of sociology who had very definite convictions on many things and especially on the Sacco-Vanzetti case, war and peace and the futility of Christian missions. He thought he was fair-minded. A doubt of it probably never entered his mind because he had a closed mind on those particular things. In his class in Public Opinion the few students who openly disagreed with him didn't get any A's.

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Following the national election of 1936 many people stated many times that only twenty per cent. of the newspapers had supported the President in his campaign for re-election and that this was proof that the power of the press didn't amount to much in forming public opinion. Recently the press has been charged with responsibility for the present business recession. Both of these conclusions can't be true.

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It is silly to say that the influence of the press doesn't amount to much. It is a powerful factor in moulding public opinion, but nobody knows and nobody ever has known how powerful it is. It is probably true that the influence of the press has been very largely responsible for the maintenance of the American ideas and ideals of freedom of the press, free speech and the rights of minorities.

The monotonous and moronic quality of radio advertising talks has frequently been cited as an indication if not proof of the twelve year old educational and intelligence level of the American people. It is possible that the poor quality of radio advertising is an indication of lack of intelligence on the part of the advertisers. And it may be that many of us are in the happy, care free moronic state without realizing it.

> Behold a happy moron!
> He doesn't give a dam;
> I wish I were a moron—
> My God! Perhaps I am.

The influence of the radio is frequently listed as one of the most powerful in forming public opinion. It is doubtless true that the radio is an agency of considerable force in moulding public opinion, but there are no reliable data to aid in determining how powerful it is. I have asked scores of people

whether radio political talks helped them to decide how they voted in the 1936 Presidential election. I haven't found one who says that political talks he or she heard over the radio had any influence on his or her vote. It is possible that they were influenced.

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The press and other agencies of publicity (propaganda if it is publicity you and I don't like) are held responsible by many people and several peace organizations for getting the United States into the World War. What about the long series of acts of aggression by the German Imperial Government against America? Those acts if reported at all would be bound to influence the war spirit in the United States.

We, all of us, tend to believe what we want to believe. That is wishful thinking, but we don't indulge in wishful thinking in important social, economic and political matters without a background of education and tradition. The newspapers are an agency of American education. They always have been.

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The fact that the American people, by and large, have a feeling of contempt bordering on hatred for Hitler, "the madman of Europe," is not due to newspaper propaganda. It is due to the many acts of Hitler that are repugnant to American ideas of decency, fair play, honor, and freedom including religious freedom. The same thing is true of Stalin. There has been more pro than anti-Russian propaganda in the United States. A few years ago the Soviet system of education was hailed by some of our leading educators as the greatest forward step in the history of education. I recall hearing one of them say that the educational philosophy of John Dewey was better known and more thoroughly practiced in Russia than in Vermont, Dr. Dewey's native state, or in New York, his adopted state. But today most of the educators admit that nowhere, not even in Germany and Italy is there less academic freedom and less progressive education than in Russia. As a matter of fact John Dewey's philosophy of progressive education never was practiced in Russia. The recent history of Russian education has had only two stages. For a short time after the re-organization the classroom was a miniature soviet in which the pupils decided what to do and when and how to do it. The teacher had no choice. In the next stage the Commissar of Education prescribes what to do and when and how to do it. Neither the pupils nor the teacher have any choice. Some of our professors of education indulged in wishful thinking about the first stage, just as did the professor of education who in 1936 said: "The country making the greatest advance in progressive education today is Mexico."

Facts and how to get and evaluate them, the ability to think straight—these things are important in any consideration of public opinion and what the schools should do about it. "Know the truth and the truth shall make you free." Yes, but that's the rub. How shall we know the truth when we read it or hear it?

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In the years since the close of the World War much has been written about war spirit and war hysteria and how they rise as the result of propaganda. Undoubtedly propaganda is used in war and in the preparation for war. But anti-war groups are by no means immune from hysteria developed by propaganda and even by the newspaper recital of facts. The recent puerile demonstration against Japan by American Student Union on the Vassar campus is a good example. College girls and boys made a bonfire of their silk stockings, silk panties, silk neckties and silk shirts. It was a silly demonstration. Japan had already been paid for the material in the silk articles. None of them had been made in Japan. There won't be a serious boycott of silk wearing material. If there were and it were 100 per cent. effective it would throw 120,000 American workers out of jobs.

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Peace societies and many teachers associations are in favor of the proposed Ludlow amendment to require a popular referendum before the United States can declare war unless there is an actual invasion of our country. The purpose of the founding fathers of American democracy is being brought into the discussion. Even some teachers of history are being misled and are misleading by arguments based on false premises. The founding fathers founded a republic, a representative democracy. Pure democratic methods of deciding public affairs were used only in local communities and only in local matters. In state and national affairs methods of representative democracy prevailed.

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Freedom of the press, free speech and civil liberties, these things are dear to the hearts of Americans. We might well expect that the American Civil Liberties Union would be in favor of them. But what do we find? According to the New York Times the American Civil Liberties Union has offered to the National Labor Relations Board an opinion that the board is within its right in forcing certain publications to disclose the sources of articles criticizing the board. The controversy does not involve the question of the truth of the articles. The

opinion, as reported by The Times, contains the following:—

> "A long experience with the issue of freedom of the press has led us to be wary whenever it is raised, for it has been misused to obscure resistance to labor regulations by publishers, to oppose the organization of editorial employes, and to assert the privileges of keeping from public scrutiny the sources of information of news articles even when demanded by a competent public body."

If a government agency had the power to summons the editor and owners of a magazine or newspaper from their daily work thousands of miles across the country to disclose the sources of facts on which they have based articles and editorials, then indeed would there be curtailment of freedom of the press. The press under those circumstances would not dare to criticize government bureaucracy.

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To anyone familiar with the activities of the American Civil Liberties Union this "opinion" given by the Union is just what might be expected. Frequently when the Civil Liberties Union has raised the issue of civil liberties it has been used or misused to obscure real issues. Let a communist or other extreme radical come into conflict with a competent and properly constituted public body acting legally to enforce valid laws, and there we are pretty sure to find the American Civil Liberties Union raising the issue of civil liberties.

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Probably the most important thing in any attempt of the schools to assist in building a capacity for forming intelligent public opinion is to stress the need for critical analysis. The ability to separate the true from the false and a tendency to evaluate facts are important, and to some extent can be inculcated. But if anyone thinks that education is a guarantee of sound public opinion he is indulging in wishful thinking. Enough education will produce informed public opinion which is a very good thing, but it may not produce an intelligent public opinion. I have in mind two well educated and successful men. One agrees with everything written by Walter Lippmann. The other agrees with the writings of Heywood Broun. Those two men read and think not as well-educated and intelligent people, but one as a Republican and the other as a Democrat. One of them says and believes that the last national election went the way it did because most people won't vote against Santa Claus. The other says and believes that it went the way it did because of intelligent public opinion.

A Job Test for Aptitudes

STEPHEN A. GRIFFIN
Principal of High School
Livermore Falls, Maine

"IF I had the problem of determining whether a goldfish could sing and a canary could swim, it seems to me that the first thing I would do would be to put the canary in a pail of water," somewhat drastically said Robert O. Small, director of vocational education in Massachusetts, at a recent meeting of the New England Council. He took the position that the only real aptitude test for a job is the job itself.

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Here in Livermore Falls we have been administering that test for a number of years, in a modest but practical way which may prove suggestive to other communities.

Our high school has an enrollment of 225; the town a population of about 3,200. Our chief industry is the production of paper in the large plant of the International Paper Company. By far the greatest number of our graduates eventually are employed by the "I. P."

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It is natural that our guidance work should be largely in the field of paper-making. At some time during his senior year, each boy in the manual arts course actually goes to work for two weeks in some department of the paper company's plant. He chooses the phase of mill work which he thinks will be of most interest to him. Some boys work in the carpenter shop, for example; some in the machine room; some in the drafting room. They are not paid for their work in the mill, but receive full credit in all high school work during that period.

Similarly, during senior year, each commercial student spends a two-week period working in the offices of the International, or in the business establishments or offices of professional men in town. Last year one of our student-stenographers was given this practice in the offices of the woollen mill in the near-by town of Wilton.

Admittedly, this is far from a complete guidance program for a small high school. It is, however, one step in the right direction, and has proved of real value in finding out whether the canary can—and likes to—swim.

Accelerating the Slow Readers

C. ELWOOD DRAKE
Director of Research and Guidance
Public Schools
Newton, Massachusetts

Report of a program carried out at the Weeks Junior High School.

REMEDIAL reading instruction has often been provided by special teachers for small groups of junior high school pupils, particularly if these pupils have had good mental abilities which would permit them to profit from the instruction. However, when whole divisions of pupils have been found to have not only low reading abilities but also low mental abilities, the teaching of reading has become a class problem rather than an individual or small group problem. The improvement of the reading abilities of whole divisions of children on the junior high school level has presented a stumbling block, particularly when teachers of these divisions have not had available the proper diagnosis of the reading difficulties or the proper materials with which to make reading progress.

This article tells what one school has done with five divisions of pupils who were slow in reading ability and who also had low mental ability. It indicates that reading ability can be improved by regular class teachers' on the junior high school level when special remedial reading teachers cannot be provided for all pupils slow in reading ability.

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Organization for Instruction

Five divisions of pupils slow in reading ability were made during the summer of 1936. Pupils were placed in these five divisions on the basis of their final sixth grade intelligence and achievement tests. With one exception the median I. Q.'s of these divisions were below 100. Although individual I. Q.'s in various divisions were above 100, and even as high as 114 and 118, the low reading abilities of these individual pupils justified their inclusion in these five slow divisions.

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What Were Their Reading Abilities as of September?

When these divisions were first organized the reading abilities of pupils in them were low in terms of percentile ranks, or grade equivalents. Divisions 1 and 2 were seven months retarded as a group at the opening of school. Division 3, thirteen months retarded. Division 4, seventeen months, and Division 5 so low as not to be accurately measured by the city-wide test. No individual in these five divisions had a percentile rank in reading ability above 40, and a few individuals could read only as well as 1 per cent. of the pupils in the city on that grade level.

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Diagnostic Study of Reading Difficulties

In order to determine the specific reading skills in which the individual pupils were weak, and in order to more closely study their comparative reading abilities, the Iowa Silent Reading Test, Elementary Form A, was given to all pupils in these five divisions in September, 1936. Table I indicates the number of pupils in each division who were one or more years retarded in reading ability, or two or more years retarded, as evidenced by their total scores on this Iowa test in September.

TABLE I

Division	Median, I. Q.	Number of Pupils: One or more years retarded	Number of Pupils: Two or more years retarded
1	105.5	0	0
2	95	19	2
3	97	21	3
4	90.5	15	3
5	83	23	16

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How Were Teachers of These Slow Divisions Made Conscious of the Reading Problem and the Reading Status of Each Pupil at the Beginning of the Year?

In order to make teachers of these five slow divisions conscious of the reading abilities of pupils in their classes, these three steps were taken:—

(*a*) At the opening of school a mimeographed sheet was given to each teacher on which were listed the range and medians of I. Q.'s and reading abilities in each of these five divisions. These data were based on final sixth grade intelligence and achievement tests.

(*b*) Approximately six weeks after school started a mimeographed sheet was given to each teacher showing the achievement of each pupil in Divisions 1-5 in the five specific skills tested by the Iowa Silent Reading Test which had been given in September.

(*c*) At a general teachers' meeting the subject of reading was the topic for discussion. Various subject representatives suggested methods

for improving reading skills and study habits in their specific subjects on the 7th grade level.

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What Instructional Materials in Reading Were Provided for Teachers of These Slow Divisions Throughout the Year? Were Special Books Bought for These Pupils?

Whenever it was possible and desirable, books and supplementary materials were purchased for these five divisions which which were slow in reading ability. In general, class sets of books were purchased so that they might be used with several classes. The following books were found helpful:—

Fact and Story Reader, Books V and VI—for English.

Builders of our Nation—for Social Studies.

Corwin's Junior High School Science—for Science.

Our Body's Needs—Health and Growth Series—for Science.

My Weekly Reader—for English.

(No special books were bought for Mathematics classes.)

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How Was Special Reading Instruction Given to These Pupils? In What Classes? In What Proportionate Amount of Time Throughout the Week?

Instruction in reading skills was in most cases correlated with regular classroom instruction of the specific subject.

In English—specific attention was given to vocabulary building and vocabulary drill. The special books presented new simple reading materials of an interest level suitable for 7th graders. Single copies of reading books were also bought for the classroom libraries. Use of the central school library was encouraged, and classes were taken to it for instruction in locating materials. Indexing was also emphasized.

In Social Studies—"Builders of Our Nation" was used in some of these slow divisions. Delight Hall of Boston developed a series of work and guide sheets for use with this book, which were admirably suited to the needs and abilities of slow divisions. These work sheets were definitely used for the improvement of reading skills as well as for finding information in this book. Vocabulary work was stressed. Classes were referred to the school library for simple research projects.

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In Science—class sets of special readers were bought for Science. "Our Body's Needs," a book from the Health and Growth Series, was considered helpful. Vocabulary building was stressed as well as the power of locating specific information in assigned portions of reading.

In Arithmetic—Inasmuch as problems in Arithmetic presented reading difficulties, emphasis was placed on building a simple mathematics vocabulary. By gaining word mastery before problems were to be solved, problems involving the use of fundamental arithmetic computation became more meaningful. Difficult new arithmetical terms were stressed each day as they presented themselves in connection with new problems.

Seventeen of these pupils slow in reading ability also received reading help in the small groups with the special remedial reading teacher in addition to their regular class work.

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What Proportionate Amounts of Emphasis Did the Various Subject Teachers of These Divisions Place Upon Reading Instruction? That is, Did the English Teacher Spend Far More Time on Reading Instruction Than the Social Studies Teacher or the Science Teacher?

As far as could be determined by subjective judgment, the English teachers spent the most time on the development of reading skills, inasmuch as these were naturally most closely allied with that subject. The literature, spelling, alphabetization and library work which is naturally included in an English course gave opportunity for emphasizing reading skills which would have a carry-over to other subjects.

Social Science teachers were also able to do a good deal in this particular experiment because of the fact that they had a very satisfactory textbook for slow divisions and work sheets particularly fitted for this level of reading ability.

Science teachers did much to improve reading skills because of the fact that they had special textbooks from which simplified vocabularies and concepts could be built. However, they did not have work or guide sheets for these books.

Arithmetic teachers were necessarily obliged to emphasize vocabulary building relating to their specific subject because of the very nature of their subject, and because they had no special work books or textbooks for their slow divisions.

In general, none of these subject teachers impressed their pupils with the fact that they were teaching or improving reading skills. Rather these skills were expected to be an outgrowth of regular class work which had been adapted to the abilities and interests of these pupils.

However, the seventeen pupils who were having two periods per week with the special remedial reading teacher were clearly aware that they were working to improve their reading abilities.

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What Checks or Tests of Progress Were Used Throughout the Year?

The Iowa Silent Reading Test,

Elementary Form A, was given for diagnostic purposes to these five slow divisions in September. Throughout the year no standardized tests or checks were used to check achievement except with the seventeen pupils receiving specialized remedial reading instruction. The class teachers incorporated checks on vocabulary, sentence meaning, and paragraph meaning into their regular subject tests. Very few tests were constructed by regular teachers of these divisions specifically for checking reading skills.

At the end of the year, the Iowa Silent Reading Test, Elementary Form B, was given to all pupils in these five divisions as a check on their achievement over the year.

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What Were the Reading Abilities of Pupils in These Divisions Near the Close of the School Year? What Progress Had Been Made as Compared with Their Reading Abilities in the Fall?

A study of the results of the May, 1937, test, compared with the September, 1936, test, showed that significant progress was made in the reading abilities of these pupils over this eight-month period.

TABLE II

Division	Median	Number of Pupils: One or more years retarded		Two or more years retarded	
		Sept.	May	Sept.	May
1	105.5	0	1	0	0
2	95	19	5	2	0
3	97	21	6	3	1
4	90.5	15	10	3	1
5	83	23	21	16	9
Totals		78	43	24	11

Whereas, seventy-eight pupils were one or more years retarded in reading as of September, 1936, only forty-three pupils were one or more years retarded as of May, 1937. It is very apparent that the greatest gains were made in the divisions having the higher mental abilities; for example, in Division 2 there were nineteen pupils one or more years retarded in September, but there were only five in May. No pupils in this division had had remedial reading instruction with Miss Roy, the special teacher. On the other hand, in Division 5, in which there were twenty-three pupils a year or more retarded in September, we find that there were twenty-one pupils still a year or more retarded in May. However, considering the mental capacities of these pupils it is probably to be commended that they did not show even a greater retardation after eight months rather than holding their own, and even making a slight gain.

When we study the number of pupils who were two or more years retarded as of May, as compared with the previous September, we note that the total number had dropped from twenty-four pupils to eleven pupils. Even in the slowest divisions the number had dropped from sixteen pupils to nine.

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General Conclusions as to the Efficiency of Regular Classroom Teachers in Giving Instruction in Reading to Regular Classes of Pupils Who Are Retarded in Reading.

1. Efficient reading instruction can be carried on with slow divisions of pupils by their regular classroom teachers. No specific periods need to be set aside in these classrooms specifically for reading instruction. However, for certain individuals in these slow divisions specific remedial reading instruction with the special teacher may be a great help.

2. Improvement of reading skills should be a natural outgrowth of regular class work in the subjects which all pupils on that grade level are taking. Teachers of these divisions should be made conscious of the specific reading difficulties of their pupils and should have a strong desire to improve the reading difficulties of the pupils.

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3. It is probably desirable that these slow pupils be grouped according to their level of reading achievement. When all pupils in the slow division are at approximately the same level of reading achievement and have the same mental capacities, it becomes a problem of teaching reading to these pupils as a class group rather than a problem of remedial reading instruction to individual pupils within the group.

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4. Success in teaching reading skills can be stimulated if proper instructional materials with which to work are placed in the hands of teachers and pupils. These materials must have a vocabulary level simple enough for these pupils to comprehend, yet an interest level mature enough to hold attention.

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5. Work books, teacher-made checks and tests, and competitive drills are helpful devices in improving reading skills. Visual materials appeal to these pupils and they like to see their work and progress recorded in front of them. Constant written checks give pupils a greater sense of security and stability, and they are enabled to know where they stand comparatively in each reading skill at a given time.

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A more complete report of this experiment may be obtained by writing to the author.

Pupils Are People

EMMA MELLON CAMPBELL
LaJolla, California

Plenty of human nature and drama can be traced in any classroom, as this five-day diary illustrates.

MONDAY.—Today, Mr. Stanton, teacher of social science, came into my room, before school began, to ask:—

"How does Harry Smith get along in your class?"

"Not very well. He doesn't do his home work, and he is listless in class."

"Well, help him along all you can. He doesn't get much help at home. He is in my home room, and when the report cards were given out last week, I had a talk with him about his poor marks. I said: 'What will your mother think of this report card?' He choked and wiped his eyes, and then he said:—

"'I ain't got no mother. She went off with another man.'"

"I felt sorry for the boy, and so I said:—

"'Well, son, how about working a little harder to please Dad?" I saw that his father had signed the card.

"Yesterday I drove by their home and I stopped for a little talk with the father. He seems like an honest fellow, not much push, but he is doing the best he can to keep a home together for his three boys, and he appreciated my interest."

"What kind of woman can she be—to desert her three sons? I know Dan, the eldest; he is a fine, bright boy. I am glad you told me. I'll take a special interest in Harry now."

"Well, I thought you would. He needs all the help we can give him here at school."

The 8.15 bell rang, and Mr. Stanton went away to his own room.

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TUESDAY.—This morning when I went to school, Hugh, the crippled boy, who is in my Senior Class in English, was waiting for me. When I unlocked the door, he came in and, with evident embarrassment, laid his notebook on my desk.

"Will you look at this when you have time?"

Then he settled himself into his chair by the door, and laid his crutches on the floor. I knew that Hugh is an orphan, living in a private home down by the Library, and that he is supported by some charitable organization. He is taking printing with a view of getting work in a printer's shop next year. He is talented in art, and we are hoping that he may do some designing as well as typesetting, and so make his own living when he graduates in June. But I didn't know that Hugh was a poet until I looked at his notebook in my free period, today.

He called his book "Pages Torn," and here are some of the verses I found:—

"I walk home from school
With October afternoons.
They are lonely,
So am I."

"You spoke to me
It must have been three times.
First, your words were soft,
Like drops of gentle rain.
Then came silence that hurt,
But I am waiting for you to
whisper again."

We have been studying modern poetry this semester and that, probably, explains his attempts at verse making, but poor lad, how he lays bare his soul!

"Doors that open into ornamental
rooms are exciting;
Doors that open into flower gardens are fragrant;
But doors that open up to God are
mysterious."

"Thank you, Hugh, for letting me read your verses. I like them better than I do some of those in our book of 'Modern Poems.' Will you make copies of those I have checked for my 'Book of Precious Memories'?"

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WEDNESDAY.—Today I took Thelma to my heart. She has been absent all week, ill. Today when I asked her "best friend," Agnes, about Thelma, Agnes said:—

"She would appreciate it if you would go to see her. She thinks—she thinks——"

Agnes hesitated; another pupil came to speak to me, the bell rang; I didn't hear what Thelma thought. She had been a difficult girl all semester. Her teachers reported that Thelma was not keeping up with her studies. When I suggested that she study more and talk less in the home room, she didn't take my suggestion kindly. She did not co-operate in the activities of the home room. Thelma was hard to get along with. Yet she and Agnes got along beautifully. I had noticed that Thelma was affectionate and unselfish with Agnes. Now I was very fond of Agnes. She was a Scotch girl, a protege of my esteemed Scotch friend, Mrs. Turnbull.

Perhaps I haven't—well, I thought about what Thelma might be thinking. At home room period I asked Agnes if she would take me to see Thelma after school.

"I'll come for you as soon as the bell rings. Thelma will be pleased."

Thelma lives in a rather poor part of the city, among the working people. The house was neat and clean. Her mother

was a kind, wholesome woman, who told me her troubles. They were not on relief, but her husband had only part time work. Life had been hard of late. There were some noisy younger children playing in the yard. I could see that Thelma was distressed that her mother was pouring out her troubles, and so I turned to her with all the amusing school news I could think of. The young children came bursting in from play. Thelma's mother took them to the kitchen. Agnes went along. and I was left alone with Thelma, who began to cry. I smoothed her hair, and held her hands, and assured her that I would help her make up her work when she came back to school and that her mother thought she would soon be well.

"It isn't my work," she sobbed. I knew it wasn't.

"You don't like me. You have never taken me to your heart as you have Agnes." So that was it.

"Perhaps I haven't. But I'd like to. I have often thought you must be a lovable girl, for Agnes and you have been friends for a long time, haven't you? Will you give me a chance to know you a little better, so that we may be better friends?"

Well, I had taken Thelma a movie star magazine. I knew she would prefer that to any literary magazine that I as a teacher should have taken her. Her movie star idol's picture was on the cover in garish colors. Thelma felt that I understood her at last. She took me to her heart, and I am trying to take her to mine. She is an affectionate child, and she will try to be good in school now. She will never be much of a student, but she will be helpful in the home room, if I am careful to show that I am fond of her.

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THURSDAY.—How could I get along without Beatrice? She is the president of my home room of fifty girls, some of whom must have known Beatrice at home or in grade school, for when she was a freshman they made her chairman of their group, and now that she is a Junior A, they have made her president of the room, without a dissenting vote.

Beatrice does not loiter in the halls. She comes to me as soon as she can and says:—

"Is there anything special I can do for you today?" or she says, "Grace isn't getting along very well with her Latin. May I help her a little today?"

Then Beatrice puts my desk in order, lays out the pads of excuse blanks and transfer slips, and looks over the daily bulletin. By the time the other girls have come in, and always by the time the bell rings, Beatrice is standing in front of my desk with the bulletin in her hand. She reads first the items that she knows will be of most interest to our girls, and they have learned that if they do not quiet down as soon as the bell rings, they will miss hearing what most concerns them. Beatrice never repeats. She hands me the bulletin to file away as soon as she has read it.

In the meantime, I have looked over the excuses for absence, and the requests for early dismissal, and have put my initials on those I approve. I have signed the requisite number of blanks. Beatrice takes these blanks to the broad-silled window at the front of the room, while any girl to whom I wish to speak or who has a request to make of me, comes to my desk, and sits down in the chair beside me. When Beatrice has written out and distributed the excuses, she files the notes the girls have brought from home in a little filing cabinet Beatrice has given us. She said it belonged to her father.

"He is dead now. Bill and I have to look after mother."

I didn't know Bill until today. Toward the close of the period, he came with the proper transfer slip, to speak to Beatrice. As soon as he went to her chair she stood up, smoothed Bill's hair, straightened his tie, pulled down his coat at the back, looked at his shoes that he wiped off on his socks at the ankle. When she thought him presentable, she brought him to me.

"This is my brother, Bill."

"I see she takes as good care of you as she does of us."

"Oh, yes. I'm used to it. You see we're twins."

I must have looked surprised, for Beatrice said:—

"Didn't you know that? I have always taken care of Bill."

Perhaps that is the reason Beatrice knows so well how to look after her teacher and the girls of her home room.

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FRIDAY.—Today there was an assembly of the school in the auditorium for a concert by the music department. The glee club sang; a quartette of colored boys sang; the orchestra played; a boy in a brown velvet suit that matched his big brown eyes played the "Slumber Song," by Jocelyn, on his violin. What power of expression music holds for children!

Among the performers there were boys who were dullards in the classroom. Their teachers thought they had too low I. Q.'s to learn algebra or science, but whose faces were glowing with intelligence in the orchestra. There was restless Ben, playing second violin, playing from memory, and never taking his eyes off the director. And those colored boys! Maybe they couldn't learn geometry, but they could sing. Joe played a saxophone. None of his teachers

understood how Joe ever passed into high school. It must have been on his music grades. There were, also, some of the most brilliant scholars in the school among the musicians, talented youths. Little Max who had played the violin solo was only a child, but we all recognized that he was a genius. Some day he would be famous.

I sat with the girls from my home room, and next to me sat a German Jewish girl who had lately come to America. She was older than the other girls, poor and plain. Her face had a shut-in look. But with the music it lighted up; her eyes shone; she clasped her hands in ecstasy.

"You love music, don't you?" I said to her during the applause.

"It is my life. I should have died without it. I have had nothing else."

When the little boy played "The Slumber Song," Miriam whispered to me: "Oh, it is so beautiful! I can play that on my violin."

At the close of the program, as we left the auditorium, I put my arm through Miriam's and asked:—

"Who taught you to play the violin?"

"My uncle. He was wounded in the World War. He can't work, but he can play the violin. He comforts my mother and me very much when we are sad."

"You enjoyed the concert?"

"Oh, music! it is my life. I come to school in the mornings. I work in the factory in the afternoons, but at night I go to the music halls. Every night if there is good music. I hear all the artists. I have no fine clothes. I have nothing but the music."

I stopped at my room. Miriam went on down the hall. I stood for a moment watching this odd, foreign girl. She was walking alone. She would always be lonely. But she had the music. I believed, more firmly than ever, in the law of compensation.

Marks May Be Faulty, But—

VELMA OVERNE ABNEY

EVERY so often the old controversy over marking crops up among current educational problems. In some sections the system of marking has been abandoned for a time, but it seems always to come back again in some form or another.

It is admitted that the assignment of grades is very much a subjective process, and therefore subject to error in judgment. Granted, too, that the bases of marking differ greatly among teachers, and that even the same teacher will not give the same marks to a particular piece of work on different occasions.

In spite of these objections, it must be conceded that most judgments of people and their abilities in every-day life are subjective in just as great a degree as in the school situation. Also, numerous surveys have shown that the best single criterion in the prediction of success in college consists of the marks made in high school.

In a current radio broadcast series illustrating vocational guidance in operation, I have been interested in the fact that the counselor uses information as to the subjects in which the student made the best grades in high school in advising him as to his life work.

That such a basis for guidance is not amiss is shown by the high correlation between grades in high school and the work done in later employment. In my recent association with a Los Angeles bank where I had occasion to do a great deal of work in the personnel department, and in my other business experience, I found that the same factors of interest and aptitude which made for success in particular subject fields also made for success in similar lines of endeavor in the business world. I found, too, and others connected with personnel work have told me, that grades in different subjects were of great value in determining promotional avenues of employees after they are on the job.

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For instance, it was noted that a boy who made poor grades in mathematics was not successful in handling time cards, doing statistical work, and similar tasks; that one experiencing difficulty in English grammar would probably fail in stenographic work, but might do very well in the addressograph department or on the comptometer. It was found, too, that those who made high grades in journalism could be counted upon to give enthusiastic support to the company's house organ; while, on the other hand, those who made their best marks in creative activities were irked by mechanical and routine work.

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Like most predictive measures, the use of school marks for guidance and placement purposes is a negative process

rather than a positive one, since it generally serves to eliminate potentially unsatisfactory workers rather than to select those who will prove successful. There are exceptions to these findings, of course, but I wonder if we have any better way of determining where the beginning worker should be placed in order to give him an opportunity to do his best work.

The Salt Is Not the Loaf

BYRON C. KIRBY, Principal
Oliver Junior High School
South Bend, Indiana

A challenge to the New Education by one who believes the Old is indispensable.

NEW educational tendencies have multiplied rapidly during the last decade. This intensifies the problem of method and objectives. Shall administrators continue to emphasize the basic facts of history, geography, science, literature, economics, sociology, and the development of personality, or shall they centre the whole procedure around a nebulous haze of useless units, rambling activities and petty piddling that signifies little in the end.

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Traditional procedure has overemphasized many worthless facts and much tedious drill; it has failed to make all the work significant; it has neglected to enlist the full-hearted cooperation of every child; it frequently has failed to definitize purpose; it has been sterile in some respects but productive in many others. Under conservative methods children learned to be courteous, modest, chivalrous, honest, industrious; they became cultured; they developed ability to discuss Shakespeare, Payne, Jackson, physiology, the oceans and continents with some degree of familiarity. Conservative procedure, imperfect as it has been, laid the foundation for the greatest age of progress in the fine arts, the practical arts and culture man has ever known.

Many refer to ours as an age of change, and it is; but it is not the only age of change the world has known. Evolution from a wandering tribe to a settled society; realization of democratic principles of government; the unfoldment of universal respect for the personality of the individual, all embody major changes in social relations. Yet each of these materialized without the educational nightmare radicals are trying to ride. Now, as always, the constructive objectives in education include discipline, a definite knowledge of specific facts; ability to evaluate and use these facts in constructive reasoning; the power to live broadly, nobly, successfully, happily.

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Educational methods of the past have not failed society, they have saved it; they have saved the people from fear, radicalism, social impotence. What is more, education will continue to protect society as long as it emphasizes the importance of work, facts, practical thought, discipline, understanding and the essential elements of social religion. As soon, however, as leaders begin to inoculate educational procedure with disrespect for the flag, propaganda of un-American minorities, the alibi attitude for all failure and misdemeanor, the idea that work, the teaching of facts and discipline are unnecessary, they undermine society's first line of defence. What is as bad, they wreck its offence. Children are interested in work, not loafing; achievement, not pottering; facts, not fiction. Yet the new education puts the emphasis upon semi-loafing; it discounts the ability and the intelligence of the child; it disregards nature, compromises with reality and apologizes for achievement.

The vital business of administrators today is not to throw established educational philosophy bodily into the discard; not to assume that all procedures of the past are unsound; not to foist a new conglomeration of disjointed educational foibles upon the innocent and gullible public but carefully to select and preserve all the good from all the systems of the past and to integrate it with the motivating, dynamic principles produced by the present. The administrator's task is difficult. Individuals, lobbies, private interests, radicals, propagandists constantly demand that their ideas be incorporated into the basic philosophy of the school. Throughout this haze school men must steer a straight course; they must keep education at even keel. This is no time for selfishness, or intellectual indigestion. What the profession needs is some honest, practical, basic thought. Leaders have been star-gazing long enough.

Just as all phases of traditional procedure are not good so all principles of modern education are not bad. The new

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philosophy emphasizes the value of motivation, integration and social training—principles that are just as important as the objectives of the old school. Now the practical question is—shall administrators discard the principles of the past in order to build a system around play, construction, activity and rambling committee work or shall they modify and shade the old by the new? Shall they permit the pinch of salt to leaven the loaf or shall they throw the loaf away and live on the salt?

Progress implies a modification of all methods through fostering a reasonable amount of activity, committee work and council work under close and thoughtful supervision. Too much of any of these activities leads to a waste of time, confusion and chaos; too much defeats the purpose of education—the child learns no facts, no self-control, no respect for authority, no courtesy, no social responsibility. He leaves the school an exaggerated mass of selfishness, impudence, egotism. Payne, Jefferson, Clay, Lee and Lincoln were not trained under the philosophy of play, the curse of facts and the all-sufficiency of alibis. They were trained to study, to work, to learn details, to meet failure head-on. Their education was not a so-called social education, but their lives and services were outstandingly social.

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Motivation gives purpose, meaning, reason for doing; it makes education tangible, real; it stimulates effort, achievement. The successful teacher motivates his work through discussion, the recognition of initiative and a minimum of construction work in school. However, he does not permit the means to befog the end. Motivation is the tool for creating a desire to learn facts and principles, and the power to reason in terms of social problems. The activity is the means; mental power the end. Too often the major emphasis is placed upon the means, the activity, the play with the result that the child is cheated in one degree or another.

Integration is essential to understanding. Related knowledge constitutes wisdom. The facts of history mean little unless interwoven with related geography; hygiene loses its force unless associated with physiology. Modern education deserves credit for emphasizing this point, however, the idea is not new. Integration was basic to the philosophy of Socrates, Aristotle, St. Thomas and Bacon. However, it is a costly mistake to attempt to teach everything as one grand unit—the fields are too broad, too in-

clusive, too important. No one can grasp the essentials of all areas of learning in one broad sweep.

Reading and science can be organized and taught as one unit; but history, geography, spelling, writing, language, music and mathematics should be approached as separate subjects and correlated whenever possible. Integration is the harmonization of knowledge, but it cannot take place until there is something to integrate. The unit must not be so all-inclusive or so dominate that it blocks learning.

Social training is important. The individual does not live alone; he is one of a group and hence should be interested in group welfare; he should be able to counsel, think, plan, co-operate with others. This power is acquired through training and experience. Hence the importance of sponsoring social participation in school through the agency of committees, homeroom organizations and some form of student council. One should be careful to plan all work of this type in such a way that it will be helpful to the child. The whole school should be closely supervised and controlled or any attempt at social training will defeat its own purpose through contributing to loafing, bluffing, indolence and impudence.

Educational philosophy is changing, but that change must be slow and conservative; it must grow out of the past and be modified by the present; it must be in line with human nature and human needs. Sound growth comes slowly, gradually, scientifically, yet surely. Progress is predicated upon dissatisfaction with the old and a vigorous challenge to the new.

A Confusion of Loyalties

GRACE LAWRENCE

Linden, New Jersey

WE are told an understanding of the adolescent must be a characteristic of the ideal junior high school teacher. She must have sympathy for the child's spiritual and emotional upsets, a tolerance for sullenness and boredom. She must be equipped to meet the difficulties of emotional instability; she should be kindly, encouraging, with a genuine desire to help the child through this trying period.

With this idea in view, the homeroom teacher is expected to take the place of the parent. She is supposed to iron out difficulties, train character, investigate home conditions and adopt whatever procedure lies in her power to overcome deficiencies in the child's background or in his physical and mental make-up.

This rule of "mothering" is frequently misinterpreted by over-zealous, but misguided homeroom teachers. Their sympathy takes the place of over-indulgence and spoiling. If the child is rebellious to authority in another room, the homeroom teacher should never, under any circumstances, sympathize to the extent that he feels the other teacher is in the wrong. If she does, the pupil is definitely harmed, in the same way that a child in the home is confused in his loyalties and loses his sense of security where there is lack of co-operation between parents in matters of discipline.

The case is between the child and the teacher in whose room the offence occurred, with the principal, if he is called in, supporting the discipline of the latter. The homeroom teacher should practice a strict policy of "hands off" regardless of how well she feels equipped to help unless she is definitely requested to do so in this specific case. To do otherwise indicates she thinks her judgment and procedure superior to that of the other teachers in the building.

I have known a homeroom teacher to say to me in front of the child in question, "Miss So-and-So and John fight like cats and dogs." She has weakened Miss So-and-So's discipline by putting her on the same plane with John, in front of him. She is making a problem of every other child in her home room, if they wish to take advantage of her unwise support. Their attitude is: "John got away with it, so we can, too; our homeroom teacher sticks up for us. Every departmental teacher dreads to see her class come in; she knows she will get interference, not co-operation, when a situation involves punishment.

When a child realizes that he can escape the natural results of his misbehavior, that his homeroom teacher puts him on the same plane with Miss So-and-So, he gains an exaggerated idea of his own importance—hence later disrespect for law and authority.

(Continued on Page 214)

Classroom Clinic

Of Personality and Behavior Problems

Conducted by GARRY CLEVELAND MYERS

The Wriggler

WRITES an Ohio teacher:—

"I have in my third grade room a girl who, at times, almost drives me to distraction. She is one of those wrigglers. She does very good work in her *lessons, and is not really a bad child. But she's never still; she must always be doing something with her hands and feet, even while she reads. She bites her finger nails, too. Just what can a teacher do with and for this child?*

ANSWER—First refer this child to the school doctor. In case there is no school doctor, prevail upon her parents to take her to their family doctor for a careful and complete examination. Also her eyes should be examined.

Try to be patient with this child. She probably feels "all creepy" inside. Allow her to walk about occasionally so long as she disturbs no one in doing so. By quiet personal appeal to her you might induce her to practice sitting still for a few minutes at a time. For example, you might work out a secret little scheme with her whereby during a certain interval daily, say the first ten minutes of the morning, she will try especially hard to sit reasonably still and to keep from biting her nails. For each such period she succeeds, you will put down a little mark in a book. When she gets so many of them, she will receive a small prize. No other children should know about this scheme. In order to secure results the child must feel assured that you will ignore her wriggling and nail-biting the rest of the day. The plan will help you discipline yourself, and help the child to see that she can succeed for a short while, at least. Really convinced in this way that she can succeed for ten minutes, she might feel the urge to attempt to control herself with more poise for longer and longer periods.

Try to help this child adjust herself to her classmates in the playground and to feel at ease when she speaks in the classroom. Unless you see improvement in her after a few weeks, it will be well to have her lie down on a rug on the floor or on a cot in a quiet place in the building, for one or two short periods each day. This treatment might, indeed, be very desirable, whatever else be done for her. It will be easier for you to carry out if you can get the nurse or doctor to order it, you telling the child of the advice.

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Regardless of how you treat that child at school, she may show little or no improvement until the home atmosphere and relationships are modified. Prevail upon the parents to treat this little girl as a sick child. By conferring with the family or school doctor, you might be able to induce him to write out for them such directions for the child's program as you and he together consider wise. His word might carry more weight with them than yours, though not necessarily so. You will probably know. Anyway the advice you should try to get over in some effective way to these parents is about as follows:—

Have this child lie down and keep quiet for about half an hour on arriving home from school. Reading to her then should help quiet her. See that she goes outdoors for play every day when the weather is fit, but does not play vigorously longer than about half an hour at a stretch. Encourage her to play with other children near her age. Attract them to your home. Forbid exciting, romping games indoors, and when these children there grow excited and quarrelsome, have the visiting children leave.

Encourage her to draw and paint and cut and paste and make things; provide her with the simple necessary materials and tools. Help her learn to play quiet games with the children, such as flinch, dominoes, checkers.

Don't permit this child to listen to any radio program except to one of soft and quiet music. Keep the dial turned off for all other programs and always silence the radio at meal time. Keep her away from the movies almost entirely, at least for the next six months or so.

You parents should discipline yourselves to talk in low-pitched, quiet voices and to suggest poise in all your speech and actions in this child's presence.

Avoid nagging. Be sparing of punishment. When she must be punished, assign her to sit doing nothing for a definite

period, say, thirty minutes, where you can see her. Don't use corporal punishment unless she fails to stay in the chair until the time is up. Praise her liberally when she deserves it, and don't be sparing of genuine affection toward her. Kindly answer all her questions and encourage her in family conversation. Try to have companionship with her and create a happy family atmosphere. She should hear no arguments or bickering between the parents nor feel anything but a congenial relationship. She needs to live in an atmosphere that is serene and wholesome.

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Hold this child rigidly to a regular bed time hour. Have no argument about it. On Saturday and Sunday have her lie down for an hour. Say nothing about sleep. Merely demand that she remain in a horizontal position without books, toys, or playmates. In case she never has slept at this period, after a few weeks it might be well to read aloud to her for a part of this quiet period, at least.

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Don't expect much change in this child for several days or weeks. Improvement will come slowly. After she has gained more poise she probably will bite her nails less, or not at all. Certainly it will do no good to nag at her about the nails. She might, on the contrary, be greatly encouraged to co-operate, after a few visits to a manicurist.

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Of course, you will not expect all parents, or even most parents to be willing and able to carry out such advice.

Nail-biting might be greatly reduced in any classroom if there were devised a classroom propaganda for good finger nails, even a "whole-hand-of-nails club." Yet such a club could do more harm to a child so extremely nervous as the one we are considering. But the best prevention of nail biting cannot be effected by the schoolroom directly, but only as it can further more serenity in the home. We are living in a jittery generation. Nails are disappearing faster and faster year by year. Some children lose a nail a night at a movie, or while standing all taut over the radio listening to some exciting program.

Famous Fallacies . . .8

Experience

FRANK M. RICH

Principal, Public School No. 2

Paterson, New Jersey

ANOTHER bogus value on which millions in school money are wasted is experience. Experience adds so much to efficiency in many fields that it is natural to assume that its value is universal. Unfortunately it is not. Do typewriters and telegraphers increase in speed the longer they continue in the work? Careful measurements of workers' abilities in these fields, like Bryan and Harper's, prove that they do only when conditions in their offices are such that great pressure or incentive to improvement is brought to bear. The natural tendency is to settle back into a pace that will barely fulfill the requirements. The same is undoubtedly true of teaching.

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A school system that can afford to hire only candidates whose ability has been tested by a year's work or more in other places has a valuable advantage over one that must try out raw beginners. Here is one place where experience counts. The ability to avoid the misfits that the normal schools fail to weed out is worth any amount of money; but unless careful discrimination is used in selecting only the cream of the tested talent, money paid for experience is wasted. After the first two or three years of adjustment that comes with practical work on the job, the average teacher, except under unusually fine supervision, fails to improve. In some respects the work of many teachers begins to deteriorate as soon as they leave normal school, and although they may have made a beginning in practicing the higher types of teaching, a few years finds them completely settled back into the primitive methods under which they themselves were trained ten or fifteen years before.

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Experience is absolutely necessary for superior work, but it is no guarantee of superiority. Seniority promotions and automatic increases may keep the herd contented and avoid embarrassing comparison, but there is no justice in them. With modern supervisory technique it is easy enough to determine whether a teacher is doing work of the compulsion type, the preparation type, the motivation type or the pupil activity type, and at what level of skill. Nothing but laziness and stupidity accounts for the prevailing practice of paying for educational service by the length of time the workers have been at it.

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Paying for goods that are not delivered is not only wasting money but rewarding lethargy and waste.

What's Doing in Art?

JOHN G. WOLCOTT
Master, Greenhalge School
Lowell, Massachusetts

Question and Comment Are Invited

ARE you having a hard time making up your mind about modern art? Do you hesitate to display the distorted forms of Gauguin and Benton to the tender minds of youth? You may have read F. W. Ruckstull's opinion that such distortions come from sadism, a cruel desire to mutilate the human figure. Sadism is the last thing you want in your school. Is Ruckstull right about modern art?

I don't believe much has been done to help the art teacher with this problem. Writers have printed volumes for artists, art dealers have exerted themselves to lure purchasers to buy modern pictures, but few people, if any, have addressed themselves to art teachers. Teachers would want to know too much of the truth.

Sadism

The Boston Museum of Fine Arts has hung Gauguin's large "Where Are We Going?" in one of its principal galleries. The world hesitated a long time before it accepted Gauguin's awkward looking South Sea belles. The drawing is only remotely related to the graceful realism taught in the classroom. The girls' feet are too large even for savages. Some have a clubfooted look that seems to come from the inability of the artist to draw. But if you stand on the other side of the gallery the awkward line and modeling are lost in a pattern. The figures take places as ochre or gray blue sections of a plan of colors. They harmonize with other masses. Shapes, too, balance in the general design. The whole effect is similar to that of an harmonious tapestry in flat tones. The total passes as artistic with me although I regret that the drawing of the figures was not made beautiful while the artist was about it. Some critics would say that graceful drawing would spoil the masses. My answer would be that Gauguin has done well in this picture, better than in others of his that pass as masterpieces among dealers more interested in money than in art. I would add that I hope to see someday a more skillful artist perform the same task with better drawing. But there is good work in this decoration that teachers need not be afraid of. I get no impression of sadism from it, only an impression of beautiful balance in color and mass.

Teach Moderns?

From my mention of harmony and balance it should be clear to the art teacher that I use the principles of design in my judgment. Applied to Van Gogh the principles would warrant showing children his later landscapes. It took him most of his life to learn to paint. Perhaps he never learned to make a good human figure. I have heard Dr. Edgell say Van Gogh could paint a vivid arthritic hand. Some may see sadism in such drawing, others only clumsy work. This statement applies also to Rivera and Orozco, the Mexicans who are touted by Craven as the greatest of the moderns. I see plenty of violent force in their works but a childish handling of the principles of design. I am well aware that their admirers say beauty is not essential in art, that it is the message that counts. If there is something valuable in their method this should be brought out by a nobler handling of design. To my mind they are only beginners as artists. In the future observe how similar the drawings of these Mexicans are to crude comic strips.

The Real Cruelty

I find Thomas Benton's recent autobiography better than his paintings. Read it if you like Mark Twain at his second best. Benton's paintings emphasize the twisted figures of El Greco placed in American overalls. Craven's essays will explain for you how El Greco's attentuated people express human feeling at an intense pitch the other masters did not attain. Craven admits that these distorted persons at moments border on the ghastly. The same twisted form appears in Benton's pictures. It gives his figures the appearance of characters in comic cartoons. This is too bad, because the man knows something about composition. If you are teaching cartooning, show your students pictures of Benton's that seem intended only as comic or quaint.

Another American who has obtained a like amount of publicity is John Steuart Curry. His theme is the same as Benton's, Rivera's, and Orozco's, namely the proleterian theme. He is interested in the com-

mon, naive farmhand and his environment, a noble subject deserving a master's brush. Unfortunately Curry's work is like that of many school children's. He and the three painters mentioned above come at a time when the world is interested in the underprivileged classes. The world is terribly unlucky in having no better painters to illustrate the subject. As time goes on we should see masters who can paint the theme without a suggestion of sadism. It would be a mistake to say the above men are sadists. They seem sincerely interested in the opposite, humanitarianism; but their work is a cruel blow to good craftsmanship. The torture of art is the real cruelty.

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Border Line

There are border line cases among modern artists that you may have difficulty with. For instance, Edward Hopper. He can paint a row of ugly brick drugstores, barbershops, and pawnshops with an arresting intensity. If you like the picture, well and good. If you wonder whether even the barber would hang it up, forget about it.

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If you can see the principles of good repetition, sequence, balance, value, color, and intensity in one or two of the pictures of Matisse, Picasso, and Braque, accept them. If they remind you of the fellows who could not learn to draw in your own student days, don't bother with them. If you can see beauty in only one work of a given painter, accept that and discard the others. Remember that art dealers have imposed on the world many frauds. Be firm in applying your knowledge. Modern art has given us vivid achievements, but be brave in choosing. The Journal of Education will be glad of a letter from you on the subject.

All in the Day's Work

By EVERETT V. PERKINS
Principal, Cony High School
Augusta, Maine

I Appreciate My Vacation

My vacation is all planned. I wonder if we school people appreciate how fortunate we are in having so much vacation time. The merchant of whom we get our groceries told me that he never takes a day off, except Sundays and holidays. Our family doctor seldom leaves the community; if he went away another might be getting some of his patients. Our milk man said that he had not missed a single delivery in eight years. Successful business and professional men have to stay right on the job year after year. Most clerks get but about two weeks of vacation. But we of the schools have a week or two at Christmas, a week in the spring, and from two to three months in the summer.

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No wonder many people say to us enviously at the close of a term, "Well, your work is all done for some time." To which a fitting reply usually would be, "I wish that you could join me for a vacation. I am sure that you need one quite as much as I do."

Of course there is much to be done in vacation time. But there is no time schedule. We are free to go and to come and to enjoy many different kinds of activities. We have time to rest, to read, to think, to travel, to visit friends and relatives, to engage in hobbies.

School work has its disadvantages but these fine vacations coming at times when they are most needful and enjoyable are a full compensation for many handicaps.

We hope that the good results of our vacations will become so apparent that society will provide that all hard-working people may have the opportunity for rest and recreation that we enjoy.

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"Weducation"

It was a beautiful wedding—the one that I attended at the church this morning. The bride and bridegroom were both Cony graduates. Their romance began right here several years ago. Nearly all of the attendants, ushers, and helpers at the wedding and the reception were former students of our school. The occasion seemed like a Cony alumni reunion.

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What a fine basis for a successful marriage! The couple starts out with a common experience, common interests, and common friends. All this will tend to keep them in harmony and tide them over the rough places.

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I kept thinking of the position a high school holds in the life of the community. What boys and girls learn in the classroom is only a small part of what they get. The school offers its students an opportunity to form associations which have a deep and lasting influence upon their lives.

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Recently I visited a great high school, which is attended only by boys. The administrative and teaching staff, the curriculum, the equipment all seemed to be of the very best. I prefer, however, co-education. I like to have boys and girls mingle freely in school the way they do in the home, at church, and in the market-place. If we separate them in high school we can't have any weddings like the one I attended this morning. This, in itself, would be an irreparable loss.

The News Digest SECTION

Tuition Fee

Teachers College Students Charged $60.

BOSTON.—An annual tuition fee of sixty dollars for all students attending the Teachers College and the Training School for Teachers of Mechanic Arts has been established by the Boston school committee. The fees, effective September 1, will be payable half yearly, on the first of October and February. The committee also limited future entering classes of the Teachers College to the sixty highest ranking candidates having an average entrance mark above sixty per cent. Candidates for masters' degrees will be required to show a passing mark of seventy per cent in examinations by the school board of examiners. Starting with the coming summer term, a fee of ten dollars will be charged for each thirty-hour course taken by teachers enrolling in summer extension courses at the college. The present fee is ten dollars for a sixty-hour course of study. The fees were established by the committee after much consideration as an economy measure alternative to a proposed complete closing of Teachers College.

"All the Children"

Keep Schools Free Supt. Campbell Pleads

NEW YORK.—Democracy, on trial today in many parts of the world, is safe in this country only as long as the principles of free education are maintained, Dr. Harold G. Campbell, Superintendent of Schools, warns in the thirty-ninth annual report of the New York City school system.

While equal educational opportunities are given to all children here, regardless of race, color or creed, Dr. Campbell observes that recent trends in other lands have placed upon this concept, long taken for granted by the American people, a new and broader significance. In one school alone, he says, children representing twenty-four nationalities can be found seated side by side.

Training for citizenship in the schools of this country includes teaching the value of human liberty, freedom of thought, freedom of expression and freedom of action, Dr. Campbell emphasized.

The report, entitled "All the Children," is liberally illustrated and resembles a magazine. It describes the hopes and aspirations of 1,250,000 children and 40,000 teachers that make up "the largest school system in the world."

World Citizenship Is Theme of N. E. A's June Convention

WASHINGTON, D. C.—An advance program of the summer meeting to be held in New York City from June 26 to 30, has been given out by National Education Association headquarters here. The convention will meet at Pennsylvania Hotel and will have as its principal theme "The Responsibility of Education for Promoting World Citizenship." President Caroline S. Woodruff, of Vermont, will be in charge of the proceedings.

At the first general session, Monday evening, Leo Wolman, of the National Board of Economic Research, will speak on "Labor and Industry." Pearl Buck, author of "The Good Earth" and other books having their scenes laid in China, will represent the literary phase of the fine arts at the session of Tuesday evening, with speakers on music and painting to be announced later.

Mayor LaGuardia will address the convention Wednesday evening. Thursday afternoon an International Program is scheduled, with addresses by Mrs. Eleanor Roosevelt and Sumner Wells, of the State Department, together with two or more foreign ambassadors to be named.

Mrs. Roosevelt will be given an honorary life membership in the association. Thursday evening there will be a demonstration of "Civic Activities of New York City," presented by Mayor LaGuardia. The entire day on Friday will be given to sightseeing in New York City, planned and conducted by the public schools under the leadership of Superintendent Harold G. Campbell.

Gloom Is Taboo

No Outside Speaker At This Graduation

MACKSVILLE, Kansas—The 1938 Senior Class of the local high school will have an old-fashioned commencement program, with a modern feature. There will be no outside speaker to tell the members of the class how dark their future looks and about the many stumbling blocks they will encounter when they step out into the dismal and heartless world from the protected high school. The members of this unusual class have the courage of youth and with it the confidence that they can solve the problems of life. They believe that it is better this way than to have a speaker to paint a future of chaos for them. They don't want to start out in life blindfolded, neither do they wish to have their optimism crushed.

The members of this class have planned and will give their own program. All speakers have been selected from within the class with the exception of the presentation of the class by Superintendent H. E. Zimmerman and the presentation of the diplomas by School Board Director R. M. Denbo. Arrangements have been made with W. J. Eichenberger, who is clerk of the school board and who has a hobby of making motion pictures, to take moving pictures of the seniors in their various classes and activities. These pictures will be shown at the commencement exercises.

The Macksville Senior and Junior High Schools will combine their Baccalaureate and will wear grey and scarlet caps and gowns respectively, this combination forming the school colors. The faculty and pastors will also wear caps and gowns.

Choose Cleveland

Superintendents To Meet There in February

WASHINGTON, D. C.—President John A. Sexson, of the American Association of School Administrators, a Department of the National Education Association, has announced that the Association has selected Cleveland, Ohio, for its sixty-ninth annual convention, which will be held February 25 to March 2, 1939. The organization met in Cleveland in 1934.

Teachers Graded by Their Pupils; Faults and Virtues Are Revealed

NEW YORK.—In an unusual experiment that proved highly gratifying to the pupils but probably less so to the teachers, New York City school children were allowed to grade their instructors in terms of teaching ability, knowledge of subject, fairness in the classroom and personal characteristics.

To discover the value of pupil rating, Dr. Roy C. Bryan, of Teachers College, experimented with 900 junior high school pupils in Brooklyn. Reversing the usual role, these pupils were asked to fill out a "report card" in which they rated their teachers, even as they themselves had been marked and graded in the past. To get frank answers, the names of the pupils were not disclosed.

The results of this study indicated that pupils, on the average, were very fair in their ratings—probably more so than individual supervisors or administrators. It was found that pupils were critical of teachers who were lax in classroom discipline. Also, teachers who gave the easiest assignments did not get the higher ratings, although this might normally have been expected.

High on the list of essential characteristics expected of teachers by their pupils are such qualities as sincerity, fairness, impartiality, appreciativeness, friendliness, cheerfulness, good judgment and the ability to give clear explanations.

One teacher was rated very poorly by her pupils in these words: loses temper, yells, hollers, screams, likes to tease; scolds and makes us nervous, makes us hate the subject, marks unjust, has grudges, never listens to reasons, makes you think you are going to a torture chamber in her class, children are afraid of her.

Still another one had these bouquets thrown at him, very jolly and kind, willing to oblige a person, knows his subject, best teacher I ever had, a swell teacher, keeps us in good spirits.

Consolidation

Little Colleges' Future Discussed

PORTLAND, Ore.—Many small colleges in the United States either will be absorbed or eliminated in the next decade, Dr. Guy Everett Snavely, of New York, Executive Director of the Association of American Colleges, said here.

"There are too many small colleges," he observed. "I know of four in Mississippi that combined within the last ten years, and I know of five in Missouri that combined recently.

"Many of these small, weak institutions should be absorbed. I don't mean that we don't need the denominational and independent colleges, for they are very necessary in our educational plans. We want this dual type of education in this country."

It is through such units that educational impetus and freedom of thought are made possible, he stated.

"Tax problems are bothering many of the schools with large endowments, even those with small bank accounts," Dr. Snavely pointed out. His observations were based on studies of the Association as a "clearing house for all the colleges for information regarding curricula, buildings, tax problems, libraries, and such things.

"The national income tax law allows one to give fifteen per cent of one's income to colleges and charities tax free," he continued. "But you would be surprised at the very small amount of the income of our citizens that is given to the colleges — the average gifts to these educational institutions are less than one half of one per cent of this total."

Gould Report

Summer Review School Is Asked for Boston

BOSTON.—The Boston school system, with a population of 160,585 and an average attendance of 127,882 in 1937, cost the city $16,162,967.26, exclusive of interest and sinking fund charges, Superintendent Arthur L. Gould announced in his annual report.

While admitting the need for retrenchments, Superintendent Gould nevertheless requested re-establishment of the summer review schools, warning that if they were not resumed the inevitable result would be an increase of retardation, or a lowering of the standards of achievement and requirements for promotion.

"Surely, no 'friends of the schools' can fail to be disturbed at any lowering of our standards and requirements in any part of the system whatsoever," he said.

The truancy total for the year was 2,597, or 479 more than in the previous year, he said, with the greatest percentage in grades eight and nine.

Because truancy, as a rule, develops into delinquency and crime, Superintendent Gould pointed out the advisability—but did not specifically recommend—the establishment of recreation centres for girls and boys in each section of the city, with each under the supervision of trained counselors, Such a program, he said, would help to reduce truancy and juvenile delinquency.

Placement of graduates during 1936 tripled the number made during 1933, with forty-two per cent of the graduates of 1935 working and only eighteen per cent wanting work. Of the 5,131 boys and girls who were graduated in 1935 from the general high schools and the Mechanic Arts High School, thirty-one per cent were engaged last year in seeking further education, forty-two per cent working, eighteen per cent seeking work and nine per cent miscellaneous.

Robert K. Toaz

HUNTINGTON, L. I.—Robert K. Toaz, who was superintendent of schools here from 1906 to 1932, died in his home in Huntington at the age of sixty-eight. He was vice-president of the Schoolmasters' Club of New York, and slated to be the president.

Mr. Toaz was principal of the Oxford, New York, high school for two years before coming to Huntington.

Romansch

Swiss Nationalize A Fourth Language

GENEVA.—Switzerland, one of the smallest countries in the world, has acquired a fourth national language—Romansch.

Described by some etymologists as a "mystery tongue of Etruscan origin beaten by a German hammer on a Latin anvil," Romansch takes its place today in the schools and theatres of Switzerland alongside French, Italian and German. Romansch, which has a literature of its own, has become national as a result of a popular referendum, although spoken only by 44,204 people out of a total population of 4,000,000.

The Swiss people first became Romansch-conscious back in 1803 when the republic of the Grisons was admitted as the fifteenth canton into the Swiss confederation. Even then the Grisons people spoke three languages—Romansch, Italian and German. Soon a movement was on foot to prevent Romansch being wiped out by the more popular speech around it.

Defenders of Romansch, who contend it is not a mere dialect, also describe it as a twin language of Catalan as spoken by the Spaniards in and around Barcelona. They also see frequent similarities in Romansch, which is also known as Raeto-Romance, with the more archaic forms of provencal dialects.

Dr. James N. Rule

WASHINGTON, Pa.—Dr. James Noble Rule, who served from 1931 to 1935 as State Superintendent of Public Instruction, died here in his sixty-second year. At his death Dr. Rule was principal of Langley High School in Pittsburgh.

Hoover Proposal

Student Aid Plan Totals $140,952,766

WASHINGTON. — A fund of $140,952,766 would be provided for the exchange of students between the United States and Europe if the proposal by former President Hoover were adopted, some officials said.

Mr. Hoover proposed that countries which owe this government relief debts be permitted to erase them by depositing in home banks money to finance a wholesale exchange of students and professors between themselves and the United States.

Relief debtors are countries to which this nation extended aid and sold food and other supplies on credit after the World War.

Officials said that Mr. Hoover's proposal would obviate the objection to paying which some such debtors have made, the difficulty of getting dollars. Ten countries would be involved—Armenia (now Turkey), Austria (now part of Germany), Czechoslovakia, Estonia, Finland, Hungary, Latvia, Lithuania, Poland and Russia.

The largest relief debtor is Poland, which received credits of nearly $76,000,000. Austria received $24,055,708. The only relief debtor which has consistently paid is Finland, which received a credit of $8,281,926.

Hungary offered recently to settle its $1,685,835 obligation by paying the principal without interest.

World Affairs

Topic of Institute At Wellesley College

WELLESLEY, Mass.—The seventh annual New England Institute of International Relations will be held June 28 to July 8, at Wellesley College. A number of prominent educators in this country are among the faculty leaders, sponsors and active members of the committee planning the eleven-day session of lectures, informal discussions and recreation.

The Institute is one of eleven similar conferences held throughout the country to promote better understanding of world problems, and is open to anyone interested.

Further information may be obtained from George A. Selleck, director of the Institute, 5 Longfellow Park, Cambridge, Mass.

Southern Educators

NASHVILLE, Tenn.—The Ninth Annual School Administrators' Conference will be held June 9, 10 and 11 at George Peabody College for Teachers, Nashville, Tennessee.

Two hundred of the leading superintendents in the southern states have each agreed to give a three-minute answer to the question, "What Are the Educational Implications of the Socio-Economic Problems Confronting Southern Regions?", which is the conference theme.

Convention

November Dates For Social Studies

PITTSBURGH, Pa.—Annual convention of the National Council for the Social Studies will be held here November 25 and 28. A program of meetings covering a general session, five small luncheons, three afternoon sectional meetings, a dinner and addresses on Friday, and sectional meetings followed by a luncheon and addresses on Saturday, is being planned. R. O. Hughes, head of the department of curriculum study, Pittsburgh board of education, is chairman of the local committee of arrangements.

Bauer Gets Cup

New Orleans Schoolman Cited For Altruism

Nicholas Bauer, superintendent of New Orleans public schools for fifteen years, was chosen by unanimous vote to receive the *Times-Picayune* cup, which has been awarded annually since 1901 to the citizen rendering the greatest altruistic service to the city of New Orleans "without expectation or receipt of reward for that service."

Mr. Bauer was cited for "unselfish participation in every worthwhile civic endeavor" and for his "devotion and acomplishments in the field of public school education."

JUST PUBLISHED

A HANDBOOK OF PRIVATE SCHOOLS, 22nd edition. 4000 schools statistically and critically described. 1208 pages, 250 illustrations, 17 maps, $6.00. An Annual Review and Guide Book for all interested in education and especially in Private Schools. Introduction of 200 pages on events and modern tendencies.

"An excellent critique of modern education . . . pungent style combined with fearlessness and plain speaking." Educational Forum. **"Should stimulate intellectual hunger even in the vested and smug—certain to be relished by the progressive and alert."** Harvard Educational Review.

HUMAN AFFAIRS—1938. 204 pages, Paper $.50, Cloth $1.00. Reviews the educational and intellectual status of the world today. Reprints the introduction to the 22nd edition of Private Schools.

A BRIEF GUIDE TO PRIVATE SCHOOLS—3d edition, 1938, 160 pages. Illustrated. 25c. Day and Boarding—Schools and Junior Colleges by classification. Chapters on Selecting the School.

THE SUMMER CAMP GUIDE—3d edition, 1938, 104 pages. Illustrated. 25c. Describes and lists the 400 Better Private Camps.

Circulars and Table of Contents on request

Porter Sargent

11 BEACON STREET, BOSTON

University Head Says Education Declining Since the World War

WASHINGTON. — Twenty-four hours after the report of Dr. George F. Zook, president of the American Council on Education, had stressed the importance of the new $2,000,000 survey of teacher education, Alan Valentine, the young president of the University of Rochester, asserted before the annual meeting of the council that no more surveys were needed and that normal school instruction today was culturally on a lower level than before the war.

This and his general thesis brought sharp retorts, notably from Florence Bamberger, professor of education and director of the College for Teachers at Johns Hopkins. Professor Bamberger quoted George Bernard Shaw to the effect that those who were not up on a subject were down on it.

Chancellor Oliver C. Carmichael, of Vanderbilt University, further enlivened the proceedings with what was interpreted as an attack on the philosophy of President Robert M. Hutchins, of the University of Chicago.

"It is suggested that real university work should be concerned with principles," Chancellor Carmichael said, "not with current problems, that practical purposes motivating the student in his study have a disintegrating effect on scholarship. Higher learning in its most effective form is derived from dealing with real situations from the effort to solve difficult intellectual problems that impinge upon life's needs."

Dr. Valentine said that despite the efforts of men like Commissioner Graves and Associate Commissioner Horner in New York, "school education is poorer than before the war and can become worse."

"Thousands of school teachers with little education have been turning out hundreds of thousands of school graduates with less education, and so on into the next generation," he added. "And as the quality of education declines, the assumption that the nation is educated mounts."

Co-ordination

Education Unity Opposed by Gates

PHILADELPHIA, Pa.—Contention that the educational process should be unified and co-ordinated "from the kindergarten to the university" was attacked by Dr. Thomas S. Gates, president of the University of Pennsylvania.

Speaking at the closing session of Schoolmen's Week at the university, he said that he would be "very much concerned" if there were any prospect of unified program being put into effect.

"Such a system could be directed only by the Federal Government," he added, "and would, I fear, lead to a gradual sacrifice of that freedom and variety of experimentation which is the basis for educational growth and health."

Dr. Frank P. Graves, Commissioner of Education of New York State, hailed education in this country during the last quarter of a century as having been characterized by "the development of a deep regard for the individual."

"Although the world has of late tended to become politically more centralized, regimented and fascistic," he went on, "the whole trend of education in this country seems to be in the direction of individualism, freedom and democracy."

A warning that proposed Federal aid for education carried danger of "a drift in the direction of a totalitarian State" was voiced by Dr. Louis Nusbaum, acting superintendent of Philadelphia public schools.

"Federal grants should be used to strengthen the existing educational agencies and not to establish competing agencies and institutions," he said.

Frank P. Morse

BRUNSWICK, Me.—Frank Purinton Morse, retired Massachusetts supervisor of secondary education, died in Portland recently. For twenty-three years principal of the Revere, Mass., High School, he was widely known there for his civic and educational work.

In 1923, Payson Smith, then Massachusetts commissioner of education, appointed Mr. Morse as supervisor of secondary education for the state, an office which he filled until his retirement about five years ago.

Two Weeks

Summer Institute For Social Progress

WELLESLEY, Mass.—Summer Institute for Social Progress will be held at Wellesley College here from July 9 to the 23rd. Business executives, teachers, labor union leaders, industrial workers, ministers and other professional workers will exchange opinions in informal round tables following lectures by experts on national and international economic and political issues. Several foreign embassies will be represented. Under the leadership of Dr. John Stewart Burgess, chairman of the faculty, who has done important work in both Japan and China, a strong emphasis will be placed on the fact that in all phases of human life "means determine ends." Complete program of work and recreation is obtainable from Miss Grace L. Osgood, 14 W. Elm avenue, Wollaston, Massachusetts.

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Wish Realized

Student Paints Map for Teacher

OKLAHOMA CITY, Okla.—When Harrison White, twenty-one-year-old University of Oklahoma sophomore, was in the history class of Mrs. Lavinia Dennis at high school, she wished a number of times that she had a large European map on the wall. Last spring White again was in one of Mrs. Dennis' history classes, this time in junior college, and again she wished for a map. So White obtained a motion picture projector and threw a map of the world on the back wall of the classroom. With paints he traced the map on plaster.

Failures Drop

Favorable Report On St. Louis Schools

ST. LOUIS, Mo.—Failures in the St. Louis public high schools have decreased six per cent in the last five years, according to a report made to Superintendent of Instruction Henry J. Gerling by the division of tests and measurements of the Board of Education. This reduction was achieved without any lowering of scholastic standards, the report said, and in spite of the fact the number of students dropping out of classes has lessened. The report was the result of a survey made under the direction of George R. Johnson, director of the division, with clerical help supplied by the National Youth Administration.

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Benezet Replaced By A. J. Gibbons

MANCHESTER, N. H.—Austin J. Gibbons, a native of Clinton, Massachusetts, has been elected superintendent of the Manchester public schools, starting July 1 under a six-year contract at $7,000 a year. He will succeed Louis P. Benezet, who did not seek re-election.

Charles S. Jackson

WEYMOUTH, Mass.—Charles S. Jackson, seventy-seven, retired superintendent of the Lynn public schools and principal of the Lynn English School twenty-eight years, died recently at his winter home in Orlando, Florida.

Born in Danbury, New Hampshire, he attended Proctor Academy and was graduated from Dartmouth College in 1883. He became principal of the Lynn English High School in 1890, and in 1918 was appointed superintendent of the Lynn schools. He retired in 1922.

Preferences

C.C.C. Boys Study Etiquette, Bible

SUBLIMITY, Ore.—Etiquette and Bible studies are more popular than forestry to youths in the Mill City C. C. C. camp. Of the fifty-five members in a recent graduating class, eighteen were enrolled in the etiquette course. The Bible class, with eleven members, was the second largest class. There was only one boy enrolled in the forestry class.

New Farm Schools

Ten of These Planned in Mexico

MEXICO, D. F.—One of the most constructive moves yet made for the increase and improvement of agricultural production in Mexico is that of the establishment of ten new schools, announced for an early date.

These schools will be divided into two classes, the first of which will be vocational agricultural schools and the second pre-vocational agricultural schools. This is one of the means which the Mexican Government is taking to solve its most serious problems—the decline in agricultural production throughout the country. This problem has now reached major proportions with the forced importation of corn and wheat by the Government in order to avoid actual hunger among the people.

The present program of propaganda being carried on by the Ministry of Agriculture among the farming classes stresses both the need of the country and the economic benefits to the farmer derived from bigger crops. This is designed to break down the simple concept of the peon that he needs raise only enough foodstuff for himself.

Three R's Revised

No Arithmetic In First Six Grades

PHILADELPHIA.—A Manchester, New Hampshire, educator proposed recently that the three R's—reading, 'riting and 'rithmetic—be eliminated from the first six grades of elementary schools and a new triple-R alliance—reading, reasoning and reciting—be substituted.

Addressing 6,000 delegates to the twenty-fifth annual schoolmen's week at the University of Pennsylvania, Dr. Louis P. Benezet, superintendent of Manchester schools, declared the early introduction of arithmetic in schools "results in chloroforming the reasoning faculties of children."

He recommended that mathematics in the first six grades be limited to practice in making change with imitation coins—"The only use an eleven-year-old ever had for arithmetic anyway."

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Book Reviews

Lexicon of Youth

WEBSTER'S STUDENTS' DICTIONARY. Upper School Levels. New York, Cincinnati, Chicago, Atlanta, Boston: American Book Company.

Careful adaptation to the requirements of pupils in the upper school levels is evidenced on every page of this entirely new "Webster's Students' Dictionary," prepared under expert editorship in collaboration with the G. and C. Merriam Company. This reference work, with its 56,000 vocabulary terms, carries on the Webster tradition of scholarly accuracy combined with clearness in definition. There are many pictures in black and white and eight color pages. The volume is of convenient size, printed in legible type. By placing biographical and geographical names and abbreviations in an appendix the publishers have been able to include more information than would otherwise have been possible.

The choice of vocabulary was based on wide study of the textbooks and literature encountered by upper grade pupils.

A section on faulty diction supplies a useful feature.

The editors have not hesitated to reflect colloquial or slang terms, nor to omit the obsolete in favor of the modern—leaving many antiquated words to be explained in glossaries and footnotes, as they would be, anyway.

"Webster's Students' Dictionary" seems admirably to match the demands likely to be made upon it in schools up to college level.

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The Romance of Economics

ELEMENTS OF ECONOMICS. Second Revised Edition. By Charles Ralph Fay, and William C. Bagley, Jr. New York, Boston, Chicago, Dallas, San Francisco: The Macmillan Company.

The first edition of the Fay-Bagley textbook in elementary economics made its appearance in 1926. In the original preface Mr. Fay stated that he had endeavored to produce a volume with the following characteristics: (1) suitable length; (2) language intelligible to the students who use it; (3) soundness of economic doctrine; (4) pedagogical correctness; (5) practical usefulness in teaching a sane philosophy of life. As the book ran the gamut of the classroom it was agreed that he had succeeded in attaining his purpose. Woodrow Wilson once said that if nobody did anything to a white post it would not stay white. The same principle applies to a textbook, especially to one in a field like economics. An up-to-date textbook in economics does not stay up-to-date. Hence frequent revisions are necessary. In this work the original form is retained along with Mr. Fay's pedagogical approach, the only noteworthy change being an effort to bring out more clearly the implications of economics as a social science. The dominant impression of this new edition of a time-tested textbook is that of its strict timeliness. It is not easy to keep step with the march of change in a field like economics, but Mr. Bagley seems to have done it. There are not many places in the book where one can read several pages without being brought face to face with the very problems with which the American people are grappling. The exercises and problems at the close of the chapters are retained with some inevitable modifications, the "true-false" tests being particularly stimulating.

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The Whole Child

CHILD PSYCHOLOGY. By Fowler D. Brooks, Professor of Psychology, De Pauw University, with the collaboration of Laurence F. Shaffer, Under the editorship of Leonard Carmichael, University of Rochester. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

"Adequate valid evidence is lacking on many important problems of child growth and development and upon them further research is needed. We have raised many questions to which conclusive answers cannot now be given." These words are from Dr. Brooks's preface to "Child Psychology." Since every field of knowledge is perennially expanding, such a statement is not to be contradicted. But the outstanding characteristic of this exceptionally comprehensive work is not its omissions. On the contrary, it is marked by a wealth of material which causes the reader now and then to be puzzled as to how the authors succeeded in packing so much into one substantial volume.

The book is almost encyclopedic in its scope. It is unusually well-outlined and contains thirteen chapters, which are in turn divided and sub-divided. Mention of a few of the chapter headings gives some idea as to its range: "The Origins of Child Behavior," "The Principles of Learning," "Growth in Bodily Size," "The Development of Mental Functions," "The Social Development of Children," and "Personality Traits: Their Measurement and Development." In addition to the usual background material in biology, the student of this work is brought into direct contact with many vital ethical and sociological problems.

Although this thoughtful, scholarly volume is no substitute for a game of dominoes or a mild cigar, there are places where it furnishes intensely interesting reading. One example of this is the brief discussion of "Temper Tantrums." Another is the section dealing with "Children's Fears." Other divisions which might be mentioned in this connection are "The Problem of Personality Types," "Children's Conflicts" and "Children's Interests and Motives." "Child Psychology" with unusual skill and lucidity summarizes the findings of scholarship in one of the most important sections of the realm of knowledge. It is a book of pre-eminent worth.

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The School in the Community

SOCIAL INTERPRETATION. Principles and Practice of Community and Public-School Interpretation. By Arthur B. Moehlman, Professor of School Administration and Supervision, University of Michigan. New York: D. Appleton-Century Company.

In connection with this book those familiar with literature dealing with the practical issues of the organization and administration of public education will recall Dr. Moehlman's earlier works, especially "Public School Relations." Much water has gone down the streams of our country since that volume appeared in 1927. At that time the public schools were riding on the crest of the wave of prosperity. Money was available for educational needs, real or fancied. Expediency and empiricism were the factors which in too many instances determined educational policy. The difficult, confusing, and discouraging days which have followed have made us see the need of a social interpretation of educational aims and values.

In "Social Interpretation" Dr. Moehlman discusses, in the light of the present, certain of the concrete problems which must be faced by all school administrations. The scope of the work is almost encyclopedic in its field. The Board of Education, the Teaching Personnel, the Parent-Teacher Association, Community Lay Groups, the School Plant, and the School in Action are but a few of the topics discussed. One feature of the volume which immediately attracts attention is the collection of illustrations with which the text is interspersed.

Schools Around the Hub

EDUCATIONAL INSTITUTIONS OF BOSTON AND VICINITY. Edited by Donald Dewart, Master in the English Department, The English High School, Boston. Boston: The Bellman Publishing Company.

A vast amount of reference material regarding the educational institutions, special schools and libraries of Boston and its environs has been gathered into "Educational Institutions of Boston and Vicinity." Nor has it been merely gathered. It has been set in order and as thorougly indexed as any book we have ever seen.

Most serviceable to principals and guidance officers will be the alphabetical directory of academies, vocational schools and colleges which starts the book, and the index of courses which enables any one to find the institutions in which any particular course is offered.

The potential usefulness of the manual should commend it to schools and libraries, not only in New England but wherever the pull of Eastern schools is felt.

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Cultivating the Voice

VOICE MANUAL. By George Antoine Brouillet, D. M. D. Boston: Bruce Humphries, Inc.

The author is a retired dentist who has spent many years of avocational study on the human voice. His theory is that each person should develop the latent possibilities of his or her voice, not only for the results in speech and song but—and perhaps mainly—for the sake of bodily health.

The author employs many diagrams to show the relations between respiratory and vocal organs, and gives rules and exercises. The manual is brief but comprehensive, and has won high praise from competent musicians and teachers. It should start hundreds humming.

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Enlisting the Learner

MODERN PRACTICES IN THE ELEMENTARY SCHOOL. By John A. Hockett, University of California, and E. W. Jacobsen, Superintendent of Schools, Oakland, California. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Whoever would know the newer patterns of education for the grades, and how to apply these patterns effectively, may gain the desired knowledge with a minimum of pain and confusion from this book of "Modern Practices in the Elementary School," by John A. Hockett.

Not only is the whole underlying theory revealed—the concept of group co-operation and active learning,—but classroom situations and problems are treated realistically.

Such handling of the subject as is provided in this treatise might make converts of many dyed-in-the-wool conservatives if they would let themselves be exposed to it. Parents who are puzzled to understand the changes in schooling since their childhood days, could profitably read this text. For those who are preparing to teach it offers unusually illuminating material.

Here seems to be progressive education checked by experience, but with enthusiasm no whit dampened.

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Story of ABC

WRITING, PAST AND PRESENT. By Carroll Card, Editor of American Penman. New York: The A. N. Palmer Company.

Both the progress and the diversification of mankind since the dawn of civilization are reflected in the arts of writing that have developed. Without writing, there would be no recorded history, beyond that of rocks and ruins. Yet it is strange that most of us know so little about the history of writing itself.

A story which, admittedly, could be told in a dull and difficult style, has been made informal and pleasurable by Mr. Carroll Card in this broad, thin volume titled "Writing, Past and Present." Evolution of our own alphabet is no less interesting than the accounts of Chinese, Egyptian, Arabic and other strange sets of symbols.

It is easy to imagine many boys and girls of today poring delightedly over this attractive book, and coming away with much that they will always remember.

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To Read With Speed

FLYING THE PRINTWAYS, With Test Book and Key to Tests. By Carol Hovious, Hollister, California. New York, Boston, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

This innovation in textbooks undertakes to lead pupils toward greater facility in reading. It shows them how to analyze their difficulties and to improve their reading, both in speed and in comprehension. It shows them, too, the growing necessity for acquisition of the reading art in the present-day world, so complex and so rapid.

The practice material provided in this text is of varied and lively interest. Much of it deals with aviation, motoring, and the inside activities of radio and motion picture studios.

Testing the pupil's comprehension of what he reads is a salient feature of the self-development projected in this book. A number of such tests are provided, some of them in a supplementary pamphlet for the teacher's use.

"Flying the Printways" marks an original and worthwhile contribution to an educational problem which is destined to receive much more attention as time goes on.

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Living History

THE UNITED STATES. By C. H. McClure, State Teachers' College, Kirksville, Missouri, and W. H. Yarbrough, Principal of Peabody Demonstration School, Nashville, Tennessee. Chicago, San Francisco, New York: Laidlaw Brothers.

No longer does Professor Dry-as-dust write our textbooks in history. "The United States of America," which is the last book of the series, "Our Developing Civilization," like the other volumes of the group, is designed to stimulate the child's interest in the past and to enable him to understand the relation between the happenings of the long ago and the complexities of today. The authors have admirably succeeded in the attaining of their aim. They have made a special effort to keep step with the march of educational progress. The unit plan is used, and each of the eight units is prefaced with an introduction designed to give the child a preview of the material to follow and to stimulate his interest in reading it. A special effort is made to show how particular events are related to each other and the whole sweep of history. The study exercises and suggested activities which accompany each chapter should prove highly thought-provoking. Children who have studied a history of this type will not have to be untaught in the high school.

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Social Orientation

PROBLEMS AND VALUES OF TODAY. By Eugene Hilton, Principal, Allendale School, Oakland, California. Boston: Little, Brown and Company.

A characteristic of the modern school is its unwillingness to remain within walls that shut out the everyday doings and concerns of the larger community. In this new text, "Problems and Values of Today," Eugene Hilton seeks to break down the barriers separating school from life. Nor does he leave the student blindfolded and bewildered. He gives him guidance and insight.

Major subjects receiving consideration include: Sources of Information; Government and Suffrage; Challenges to Democracy; Health and Safety; Wealth, Its Acquisition and Use; and Spiritual Values.

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

Art Supplies

Practical School Supply Company
1315 S. Michigan Blvd., Chicago, Ill.

Book Publishers

Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York Cincinnati, Chicago, Boston

Ginn and Company, Boston

Gregg Publishing Co., New York

D. C. Heath and Co., Boston

Houghton Mifflin Co., Boston

Iroquois Publishing Co., Syracuse, New York

The Macmillan Co., New York

Newson and Co., New York

Row, Peterson and Co., Evanston, Ill.

Silver, Burdett and Co.,
45 East Seventeenth Street, N. Y.

Scott, Foresman and Company, Chicago, New York, Atlanta, Dallas

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C. C. BIRCHARD & CO., Boston
Publishers of Song Books; Choral and Orchestral Music; Operettas

Photography For Schools

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Cambridge, Mass.

Pictures and Prints

Hale, Cushman & Flint, Inc.
(The Medici Prints), Boston, Mass.

Typewriters

Underwood Elliott Fisher Inc.
1 Park Avenue, New York, N. Y.

A Confusion of Loyalties

(Continued from Page 202)

Some homeroom teachers are unduly anxious to secure the affection of their class. They lose sight of the professional ethics of their relationship to other members of the faculty and employ questionable tactics to retain the regard of their homeroom. In these cases I have noticed they are teachers whose private lives are barren of normal emotional outlets. Well and good to sublimate, but not at the expense of the child! Let the teacher remember she is losing the respect not only of her associates, but of the children as well if she is on the side of the latter whether right or wrong.

We have higher academic training than the majority of the professions; let us use that training and with common-sense and firmness, not sentimentality, deal with the problems of the adolescent.

TOO MUCH SPRING

Principal Norman S. Easton, of the Davis School, Fall River, Massachusetts, sends us the following lines by an Italian boy in the fifth grade:—

Spring is here, the beautiful season;
To work now seems to be out of reason.
I've tried and tried my poem to do;
I'm giving up, I no can do.

Handicap

Sight Defects In First Grade

STATE COLLEGE, Pa.—Worried parents who think their offspring are not getting along well enough in school should have the children's eyes examined, Dr. Emmett A. Betts, research professor in education at the Pennsylvania State College, believes.

"One third to one-fourth of all pupils fail in first grade reading because they are not physically ready to learn to read at the age of six," Dr. Betts said. "Sometimes, too, children are not mentally or emotionally ready to read when they enter the first grade. They have not had the proper experience with books at home, and they cannot adjust themselves socially to groups.

"For some first grade children, it is more convenient to read from right to left than from left to right. Such things block the general educational progress of the child."

Dr. Betts' reading clinic, designed to correct reading difficulties which retard children and adults in their educational processes, is one of the few such clinics in the United States. He has evolved a few simple tests for persons who are not sure they have eye troubles. One of the things he has learned is that if your eyes jump more than five times as you read a line of ordinary newspaper type, chances are you have reading trouble.

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TWO INCIDENTS

John came to his mother rather disgruntled. His strapped books went down on the table with a bang.

"What's the matter, boy?" his mother asked.

"Oh, the teacher! I can't stand it! It gets on my nerves. She never smiles."

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Little Malcolm dreaded the opening of school, for it meant a new teacher for him. When he came home that night he was jubilant. "Oh, Mama, she has such a pretty smile," he exclaimed, and his little sensitive heart was at rest.

"Oh, Mama," he exclaimed the second night. "She has such a pretty smile I didn't feel like coming home!"

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Grins Between Grinds

To the Point

Pat had received a notice to quit, from his landlord.

Now, Pat was very fond of his house, and most unwilling to leave it. So he took legal advice and was assured that, according to his lease, the landlord was not entitled to give him notice.

Pleased as Punch, Pat went home to write to the landlord.

This is the letter he sent:

"Dear Sir—I remain,

"Yours truly,

"Pat."

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Heaven's Deserted Village

A group of people once went to inspect the realms above. They were met at the pearly gates by St. Peter, who conducted them on their tour of inspection.

"Heaven is divided into villages," he explained. "This is where the lawyers live; over there is the doctors' village, and the one beyond belongs to the ministers."

Soon the party came to a village which was completely boarded up. "Why is this village closed?" asked one of the party.

"Oh," replied St. Peter, "this is where the teachers live, and they're all down in hades taking summer courses."

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Between Grins

The schoolmistress had just received her pay, and little Johnny looked keenly to see what was in the envelope as she opened it.

After a while he asked: "Is that your salary, Miss?"

"It is, Johnny."

"But, teacher, where do you work?"

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Through With All That

A high school girl, seated next to a famous astronomer at a dinner party, struck up a conversation with him by asking, "What do you do in life?"

He explained, "I study astronomy."

"Dear me," said the girl, "I finished astronomy last year."

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Business Is Business

A printer got slightly peeved at a letter from a doctor who wanted bids on several thousand letterheads, different sizes, different grades, and different colors, and wanted the printing form held standing. So the printer took his typewriter in hand and wrote:

"Am in the market for bids on one operation for appendicitis. One-, two- or five-inch incision—with or without ether—also with or without nurse. If appendix is found to be sound, want quotations to include putting back same and canceling order. If removed, successful bidder is expected to hold incision open for about sixty days, as I expect to be in the market for an operation for gallstones at that time and want to save the extra cost of cutting."

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Onimous

Rastus—"Dat's better. I don't like to see yo' all frowned up. But does dat smile mean yo' forgives me?"

Mandy—"Stay away, man. Stay away from me. I'se just smilin' to rest my face for a minute."

• •

Just in Case

The young attorney was sent out of town to interview an important client in regard to a case.

Later the head of his firm received the following telegram: "Have forgotten name of client. Please wire at once."

This was the reply: "Client's name Whitehead. Your name Burkey."